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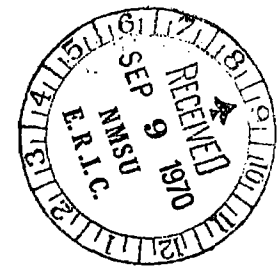
ABSTRACT

The Project NECESSITIES Draft Development Plan, in the form of a Curriculum Development Bank set up to reform social studies education and communication in Bureau of Indian Affairs schools, attempts to establish meaningful guidelines in order to gain the benefits of centralism and regionalism in the creation of multiple Scope and Sequence Plans at the local level by tribal education committees, Indian parents, school administrators and teachers, and, to some measure, even students. This plan centers around 5 master concepts: interaction (isolation), change (stability), conflict (cooperation), power (weakness), and valuing (ignoring). The plan broadly sketches the process for developing units of the Project NECESSITIES curriculum. Dimensions for each unit are the master concept; environmental concepts which "set the stage"; key concepts; appropriate subconcepts suggested by, or critical to the use of, the master and key concepts; catalytic questions which frame the concepts used in any particular activity or unit; content and comparative content; methods; media and materials; and skills related to the child's developmental stage. A teacher training program has been used to acquaint teachers with the objectives of Project NECESSITIES and has provided a period during which teachers could criticize, question, and discuss the objectives. The document contains the Draft Development Plan and related working papers, along with a section on teacher training. Included in the appendix are a list of steering committee personnel, the steering committee minutes, and committee position papers. (LS)



Project NECESSITIES

Phase I Report

For the Bureau of Indian Affairs

December 1969

Prepared for:

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INTRODUCTION TO PHASE I OF PROJECT NECESSITIES

FOREWORD

Early in 1968 the Bureau of Indian Affairs set out to reform social studies education in Bureau Schools. The Assistant Commissioner for Education, Mr. Charles N. Zellers, responded enthusiastically to the idea forwarded to him by the Division of Curriculum Development and Review, directed by Mr. Thomas R. Hopkins. Mr. Max Harriger was designated Project Officer, and Project NECESSITIES was begun.

The instrument for carrying out the first phase of the project was a national steering committee of 17 select members (later expanded to 19). Ten of the original committee still serve today. It is appropriate for the project staff to express appreciation for the solidly established framework which the committee has provided, and the continuing commitment expressed by the committee during these first months of implementation.

A special word should be added about the Steering Committee's permanent consultants: Mr. Alvin Warren, Dr. Shirley Engle, and Mr. James Womack. Mr. Warren has been unable to fulfill this critical role because of ill health. Yet some of his deep concern, his great understanding of the problems of educating Indian students, his insights based on years of experience, and his firm integrity have come through to the project staff from early and too brief contact, and in the historical record provided by the minutes of the Steering Committee Meetings.

As for Dr. Engle and Mr. Womack, they have conscientiously and energetically represented the committee's interests in responding to the work of the staff. They have done this in letters, by telephone in working papers, and in person both in Brigham City and in two intensive sessions in Bloomington, Indiana held during the past fall. They have shown tenacity with regard to the work the Steering Committee has already completed, and at the same time creativity in assisting the project staff to find the proper framework and vehicle for using the committee's work.

Thus, this report extends the accomplishments of the project's Steering Committee. It provides the staff with concrete parameters for continuing the development of curriculum and the training of teachers, both prerequisites for relevant reform which will lead to significant enhancement of educational opportunity for the Indian and Eskimo child.

SUMMARY

On June 1, 1969, Phase I of Project NECESSITIES, originally contracted to the University of Utah, was assigned to Abt Associates. Contract requirements called for the establishment of a national Steering Committee that would develop goals and guidelines for the project based on both research and consultation with Indian and Eskimo educational resource personnel. These requirements were met between the spring of 1968 and June 1969 while the University of Utah was the contractor, and are documented in Section D: Appendices of this report by the inclusion of current Steering Committee Membership, Minutes of Steering Committee Meetings and Position Papers prepared by Dr. Engle and Mr. Womack for the Committee's consideration.

The portion of Phase I which remained to be completed by Abt Associates is summarized on page two of the contract narrative under item 3 of "B. OBJECTIVES":

> The third emphasis would be to develop a plan to correlate the social studies curriculum (and curriculum development program) with a planned in-service teacher education program for social studies teachers of Bureau of Indian Affairs schools.

This report presents:

Section A: DRAFT DEVELOPMENT PLAN

Section B: TEACHER TRAINING MODELS

Each section has its own table of contents and introduction.

SECTION A: DRAFT DEVELOPMENT PLAN

TABLE OF CONTENTS

I. INTRODUCTION

As originally conceived the Draft Development Plan was to be a detailed outline of content, method, mode and media for teaching social studies in each grade, K-12. In short, it was to be a traditional Scope and Sequence which concentrated innovative attention on content selection, and articulated this content with dynamic classroom processes on a year-by-year, unit-by-unit basis.

A number of reality factors have brought about a change in this original model:

1. There is considerable evidence that nationally developed Scope and Sequence plans have little impact in producing relevant education for children at the local level.

2. Children are neither linear nor spiral in their learning patterns, hence sequential logic developed by outside experts may have only the advantage of being systematic and inclusive.

3. Lack of local involvement by parents, teachers, administrators, even students, is a serious detriment to quality, acceptance and continuing commitment to a curriculum.

4. Externally imposed curriculum is likely to breed the kind of passivity that mitigates against a continual process of curriculum

revision. In a period of rapid change, it is critical that curriculum be particularly open to amendment.

5. While it would be quite possible in a system like the Bureau's schools to impose a curriculum through administrative action, it is more than likely that this would defeat much of the good of the curriculum itself since it would model the kind of paternalistic centralism for which the Bureau is already under attack. In addition, such an imposition would be another factor contributing to an already high turnover rate of teachers, leaving behind those teachers who already are inadequate to meet the special dynamics of classrooms containing Indian and Eskimo students. No matter how logical, relevant, and dynamic curriculum materials and methods are, they must be taught by a teacher, and there simply is no way to make curriculum teacher-proof even if that were desireable.

The Project NECESSITIES Draft Development Plan in the form of a Curriculum Development Bank attempts to establish meaningful guidelines in order to gain both the benefits of centralism and regionalism in the future creation of multiple Scope and Sequence Plans at the local level by Tribal Education Committees, Indian parents, school administrators and teachers, and to some measure even students.

II. SUMMARY OF DRAFT DEVELOPMENT PLAN

This plan centers around five Master Concepts -- INTERACTION (Isolation), CHANGE (Stability), CONFLICT (Cooperation), POWER (Weakness), and VALUING (Ignoring). The plan broadly sketches the process for developing units of Project NECESSITIES' curriculum. Nine parameters have been established for dimensioning each of the units:

A. The Master Concept. (cf. p. 10)

B. The environmental concepts which "set the stage" for each unit (cf. p. 11):

   1. The actor (man, self, others, family, clan, tribes, groups, races, nations)
   2. The theatre of action (space, land, house, school, village, town, region, city, state, country, continent, world, solar system, galaxy, universe)
   3. The type of action (political, economic, socio/cultural, psychological, technological)
   4. The time of action (past, present, future, duration)

C. Key concepts: those additional concepts which should appear explicitly in the curriculum. (cf. p. 12)

D. Appropriate sub-concepts suggested by or critical to the use of the master and key concepts. (cf. pp. 10, 12)

E. 'Catalytic' questions which frame and give direction to the concepts used in ay particular activity or unit.

F. Content and comparative content chosen with an eye to its particular relevance to Indian and Eskimo students. This content to provide a base for the introduction of conceptual language, extend concepts already in use, introduce new concepts, or synthesize concepts previously mastered.

G. Methods, media, and materials suited to communicating the content.

H. And finally, skill promotion accurately related to the child's developmental stage.

The Draft Development Plan is in the form of a Curriculum Bank designed for use by local schools in selecting Scope and Sequence and developing curriculum to meet locally assessed needs.

The Plan is divided as follows:

K-3: In this segment the curriculum is designed to give language to the child's experience. The theatre (home, land, school, village) is used as the filter for each of the five master concepts (e.g., interaction in the home, change in the home, conflict in the home, power in the home, valuing in the home). This section of the school experience is considered critical from a psycholinguistic standpoint. It is success in these years which forms the basis for meaningful conceptualizing.

4-6: This segment is a continuation of the "languaging of experience," with the addition of timely introduction of the key concepts, or at least their derivative sub-concepts.

7-11: Here the major focus shifts from the theatre as filter to the master concepts. Each of the five master concepts is the basis for a year's work with other master concepts, key concepts, and sub-concepts introduced as needed.

Grade 7 - Interaction (Isolation)
8 - Change (Stability)
9 - Conflict (Cooperation)
10 - Power (Weakness)
11 - Valuing (Ignoring)

In these grades the theatres are broadened to include the entire range listed, not only present, but past and future.

12: At the end of the eleventh grade students will be inventoried to assess the area of strongest conceptualization and the weakest. The senior year will be spent in several research projects directed to the findings of the inventory, allied with the student's interest, and directed by a syllabus of research guidelines.

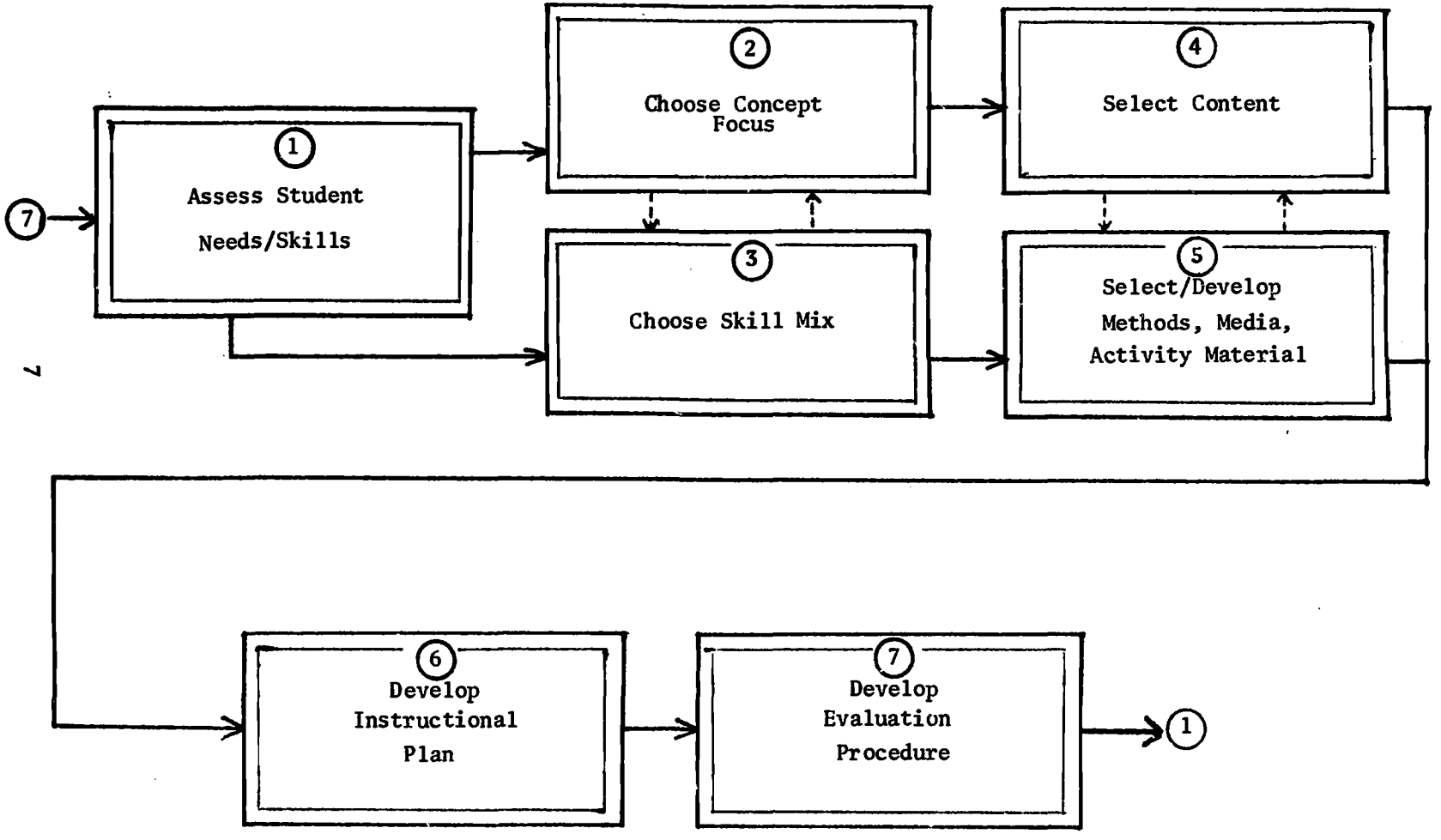
III. THE CURRICULUM DEVELOPMENT PROCESS

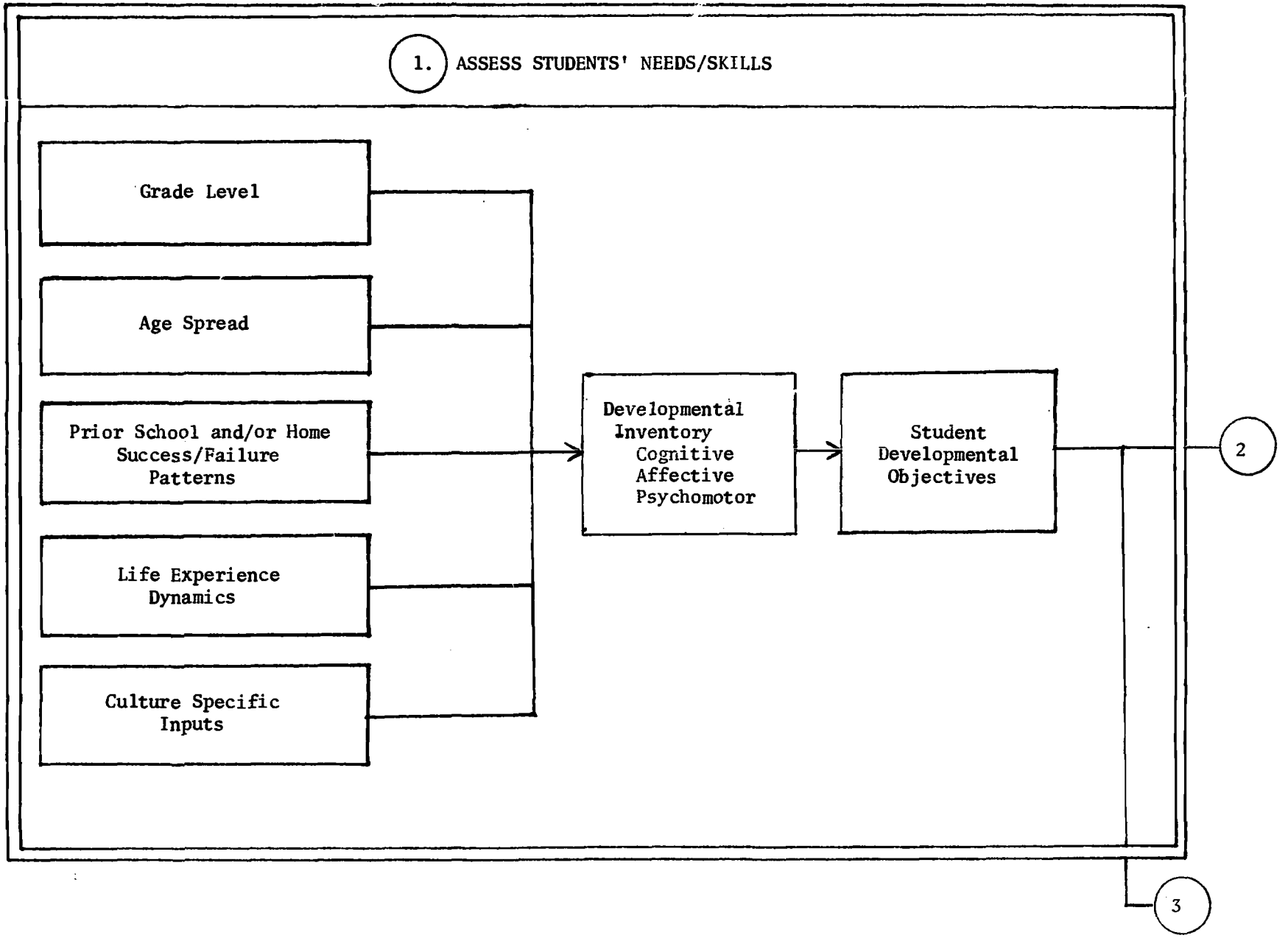
The following flowchart details in outline form the process which the staff of the project has developed over the past six months as a guide to the development of social studies units.

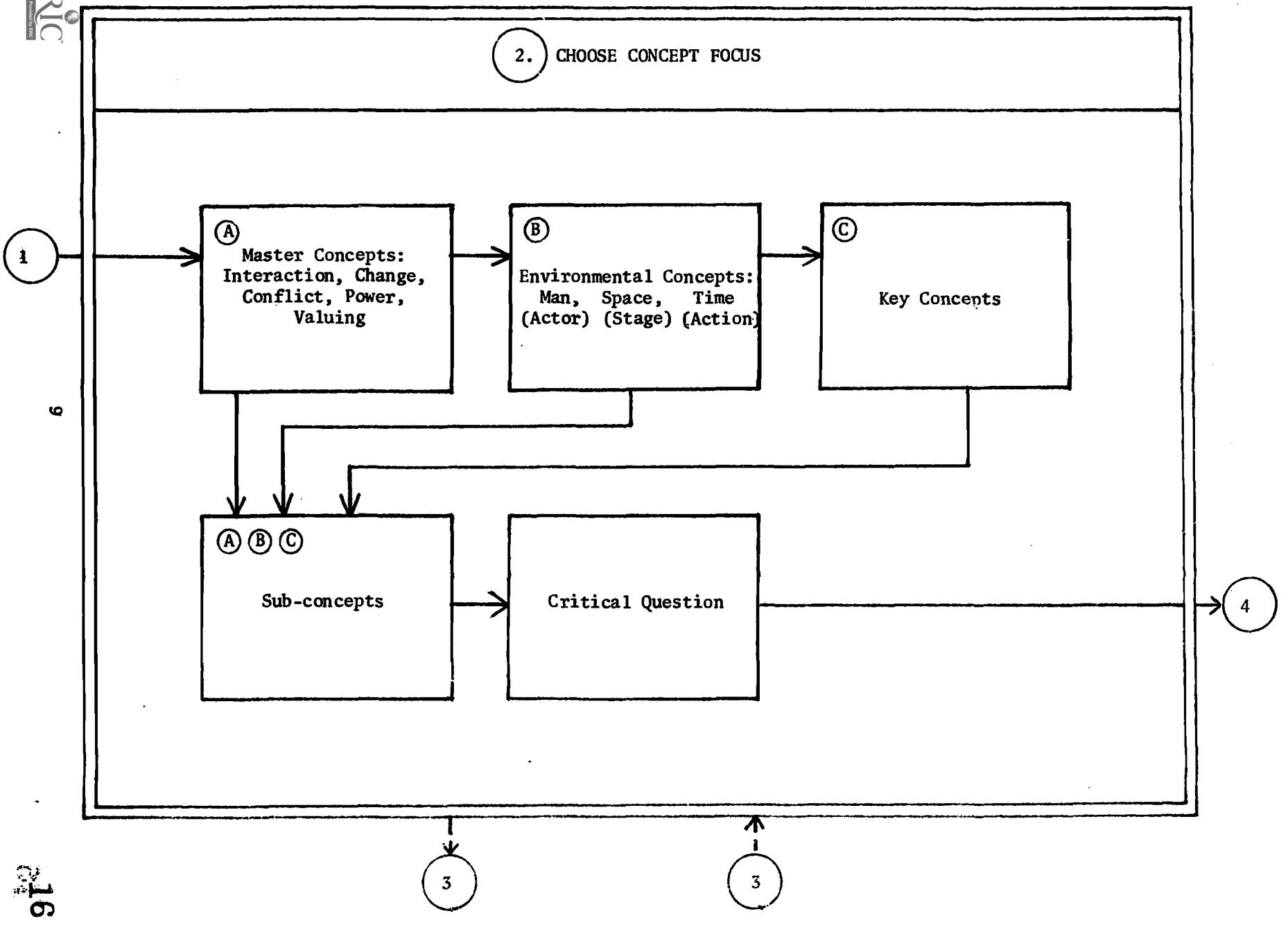
It is not intended to be a rigid program, nor is it presented as the best way to develop curriculum. We have found it to be exceptionally useful in handling and functionally sequencing the large number of variables which are part of any curriculum development effort.

We offer it to those who, like ourselves, are attempting to respond now to the pressing educational need of Indian and Eskimo American children.

DEVELOPING UNITS OF STUDY FROM NECESSITIES CURRICULUM BANK




1. ASSESS STUDENTS' NEEDS/SKILLS
Grade Level
Age Spread
Prior School and/or Home Success/Failure Patterns
Life Experience Dynamics
Culture Specific Inputs
Developmental Inventory
Cognitive
Affective
Psychomotor
Student Developmental Objectives
2
3


2. CHOOSE CONCEPT FOCUS
1
A
Master Concepts: Interaction, Change, Conflict, Power, Valuing
B
Environmental Concepts: Man, Space, Time (Actor) (Stage) (Action)
C
Key Concepts
A B C
Sub-concepts
Critical Question
4
3
3

2. (A.) MASTER CONCEPTS

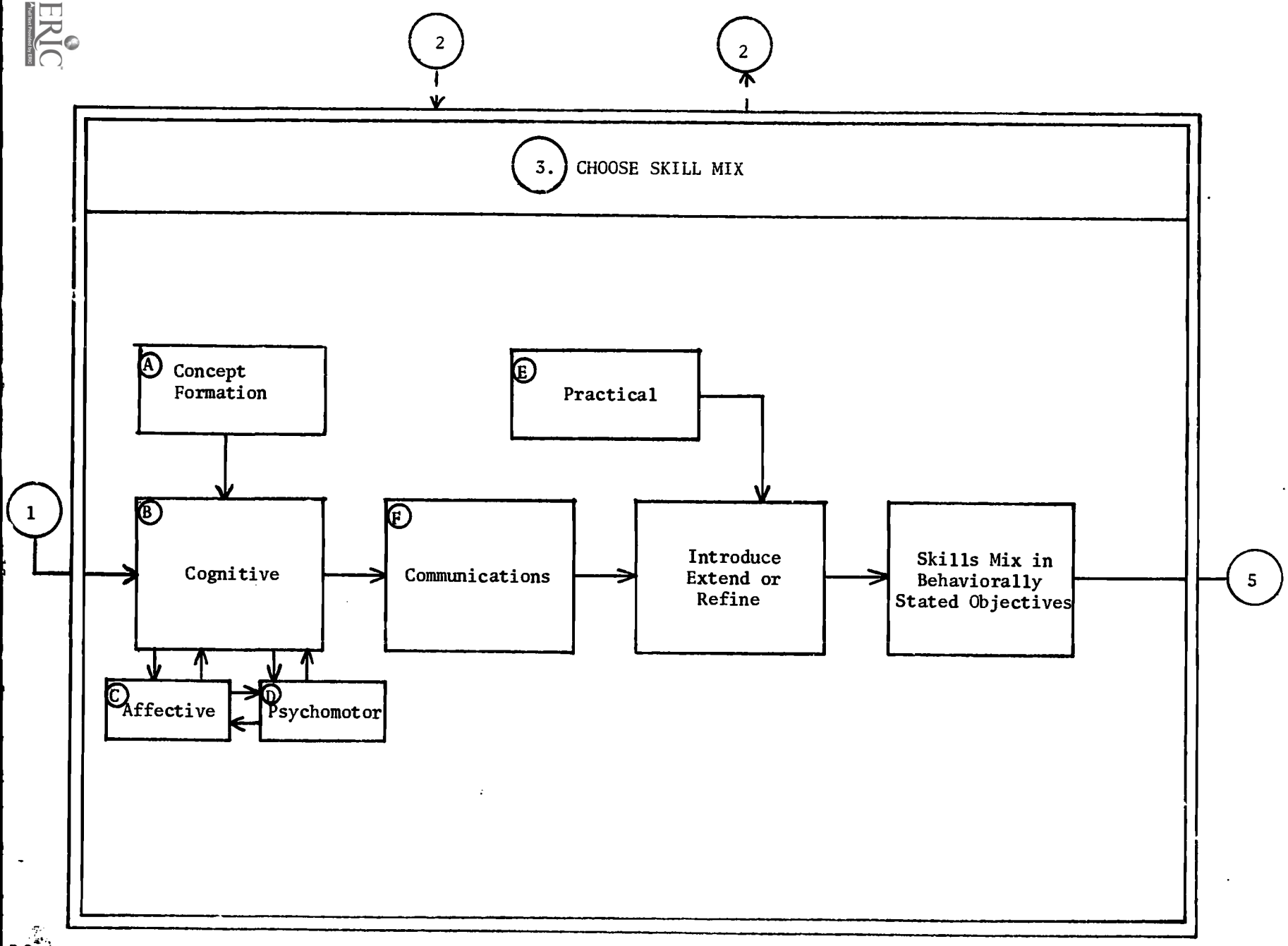
SUB-CONCEPTS	INTERACTION	CHANGE	CONFLICT	POWER	VALUING
	Input/Output*	Compromise	Competition	Sovereignty*	Empathy*
	Savings*/Spending	Adjustment	Rivalry	Comparative Advantage	Dignity*
	Scarcity/Plenty	Growth	War	Authority	Choice/Morality*
	Competition/Cooperation	Creation	Revolution	Leadership	Loyalty*
	Needs/Resources	Progress	Rebellion	Control*	Consent of Governed*
	Survival	Dissolution	Scarcity	Nation-State	Freedom*
	Social Systems	Acceleration	Imbalance		Equality*
	Economic Systems	Innovation	Growth		Wisdom
	Political Systems	Secularization*	Survival		Beauty
	Technological Systems	Moving			Decision
	Psychological Systems				
	Cultural Systems				
	Communications Systems				
	Arrangement				

2. (B) ENVIRONMENTAL CONCEPTS

SUB-CONCEPTS	MAN	SPACE	TIME
	Family Mother, Father, Child, Son, Daughter, Brother, Sister, Husband, Wife Clan Grandfather, Grandmother, Uncle, Aunt, Cousin, Mother-in-law, Father-in-law Community Tribe, Friends, Group, Acquaintances Nation Countrymen, Others, Outsiders World Strangers, Enemies, Allies	House/Home/School Land Village Town City Region State Country World Universe	Present Past Future Duration: Second Minute Hour Day Week Month Year Decade Century Eon Millenium End of Time Critical Moment Flow of Time Life Time Birth Death

2. (C.) KEY CONCEPTS

Change	Sovereignty	Morality/Choice	Government by Consent
Interaction	Industrial/Urban	Scarcity/Plenty	Freedom and Equality
Conflict	Secularization	Input/Output	Loyalty
Power	Compromise/Adjustment	Marketplace	Dignity
Valuing	Comparative Advantage	Culture	Empathy
	Institutions	Social Control	Consumer
	Areal Association	Interdependence	Heritage
	Process	Behavior	
	Law	Government	


2
2
3. CHOOSE SKILL MIX
A Concept Formation
E Practical
1
B Cognitive
F Communications
Introduce Extend or Refine
Skills Mix in Behaviorally Stated Objectives
5
C Affective
D Psychomotor

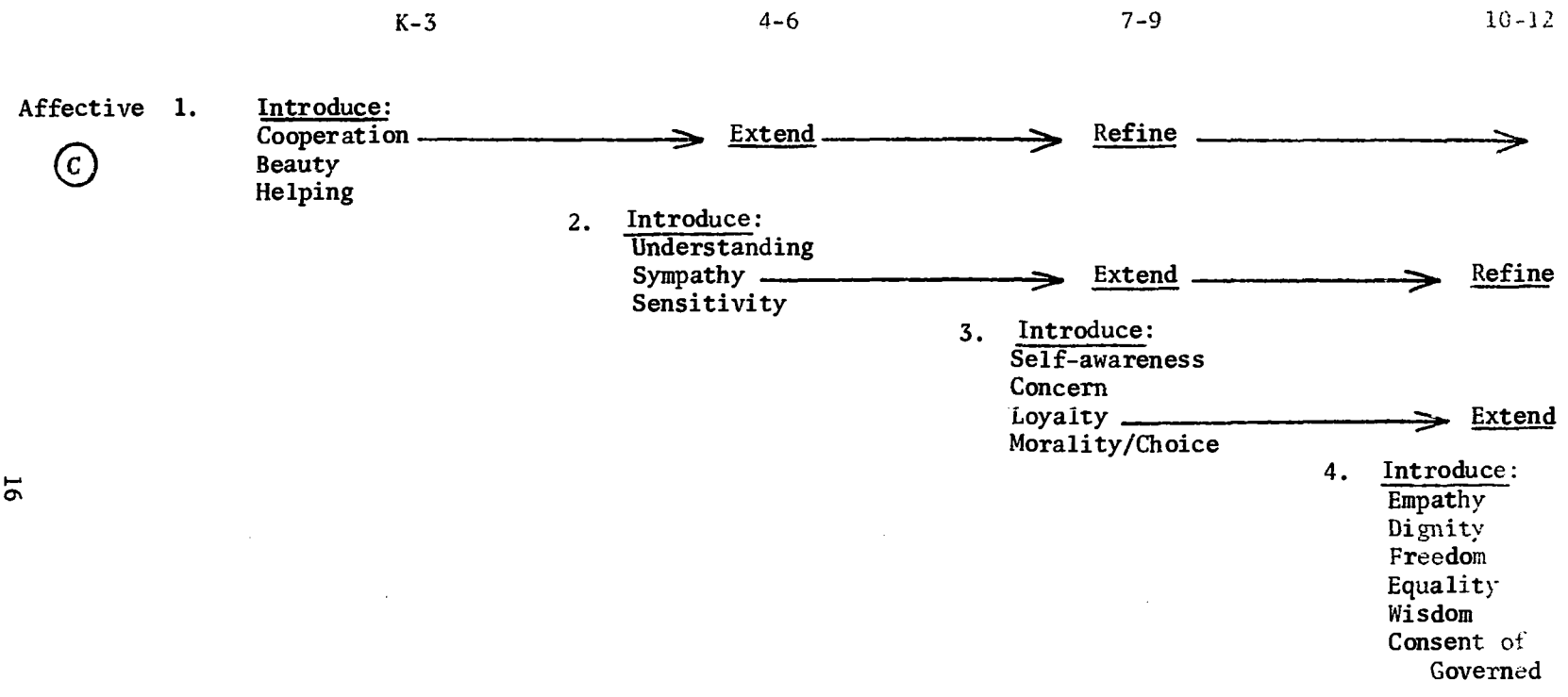
CONCEPT FORMATION AND SKILL DEVELOPMENT

	K-3	4-6	7-9	10-12
CONCEPT FORMATION (A)	1. Introduce: concrete languaging of real experience	→ Extend	→ Refine	→
	2. Introduce: conceptual languaging of real experience	→ Refine	→ Extend	
	3. Introduce: conceptual languaging of concrete concepts	→ Refine		
	4. Introduce: conceptual languaging of abstract concepts			

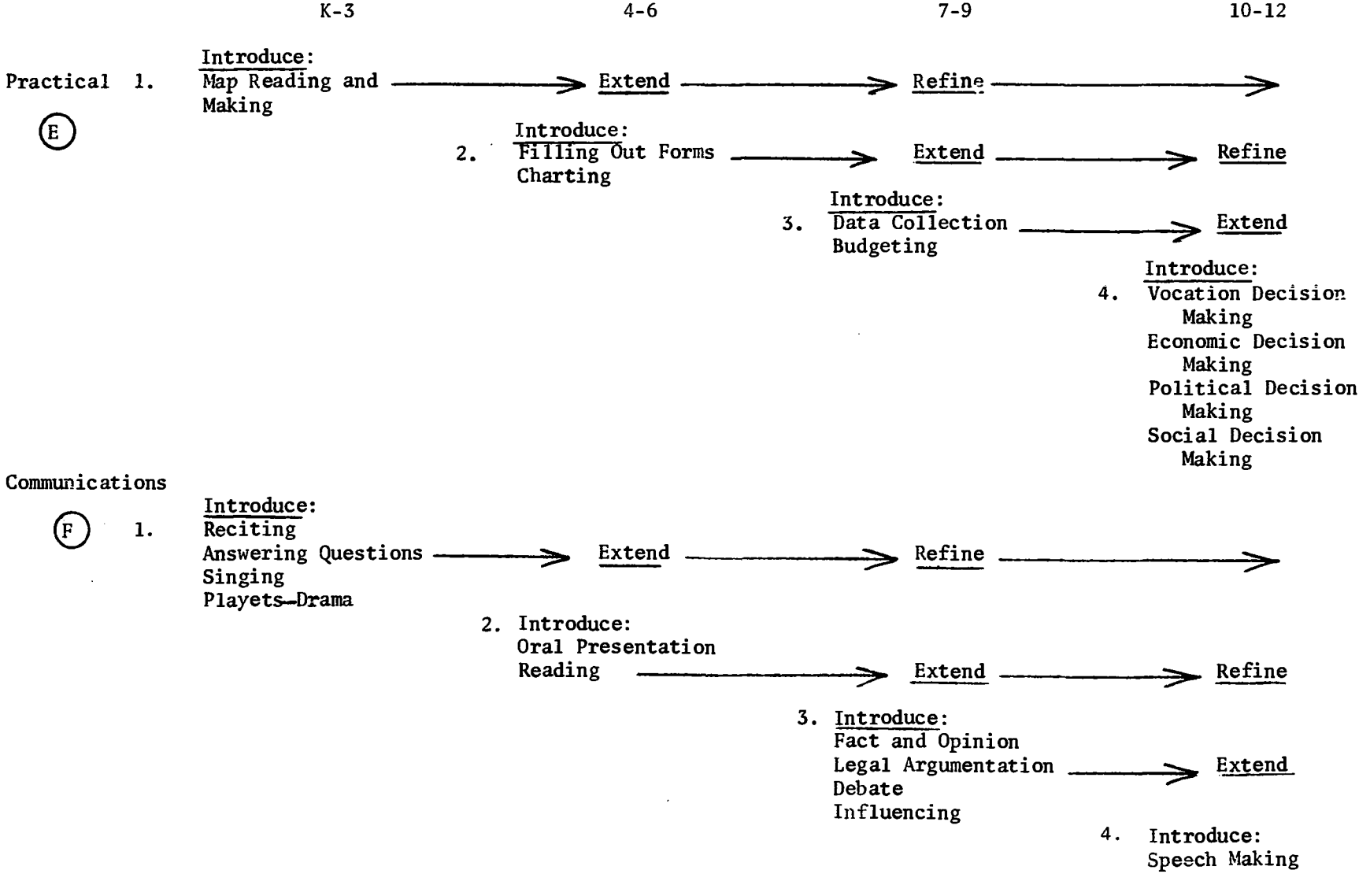
CONCEPT FORMATION AND SKILL DEVELOPMENT

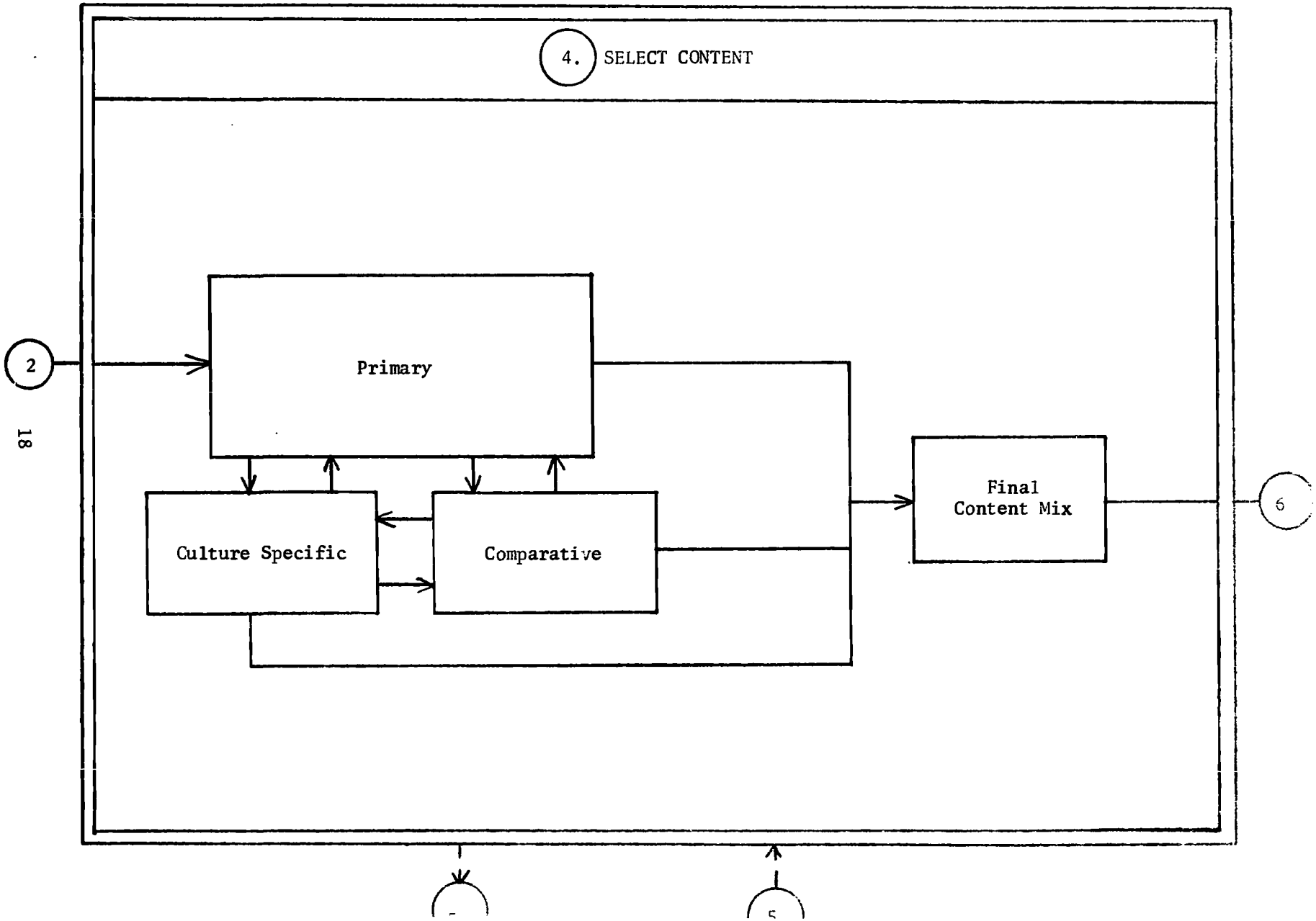
SKILL DEVELOPMENT		K-3	4-6	7-9	10-12
Cognitive (B)	1.	Introduce: Observe, Describe, Identify, Enumerate, Recall, Discriminate	Extend	Refine	
	2.		Introduce: Classification, Rules, Generalization, Fact, Opinion, Measurement, Causation, Geography, Question and Answer	Extend	Refine
	3.			Introduce: Theories, Structures, Extrapolate, Synthesize, Historical Method, Objectivity, Skepticism	Extend
	3.				Introduce: Synthesize, Evaluate, Model Building, Interpretation

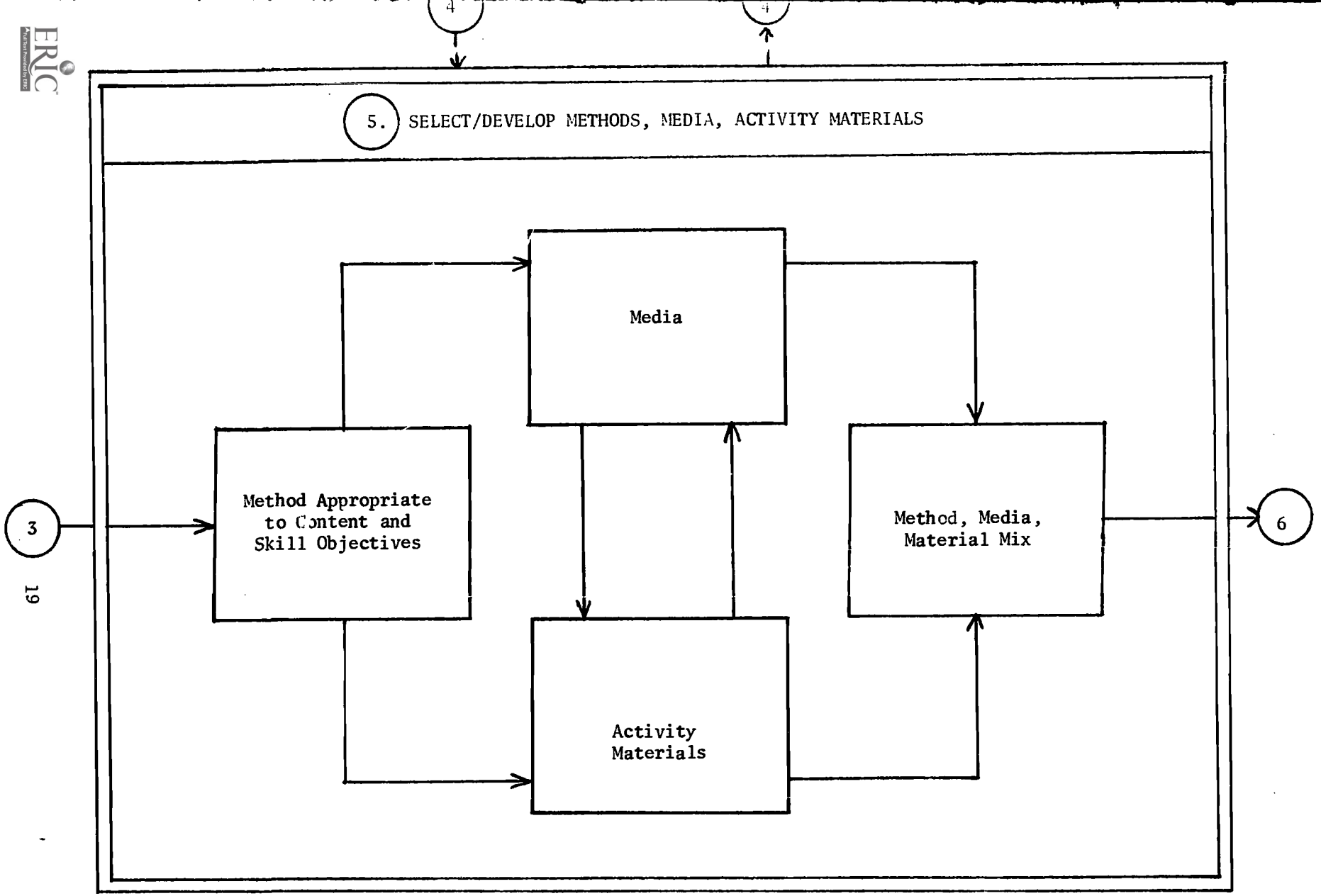
CONCEPT FORMATION AND SKILL DEVELOPMENT

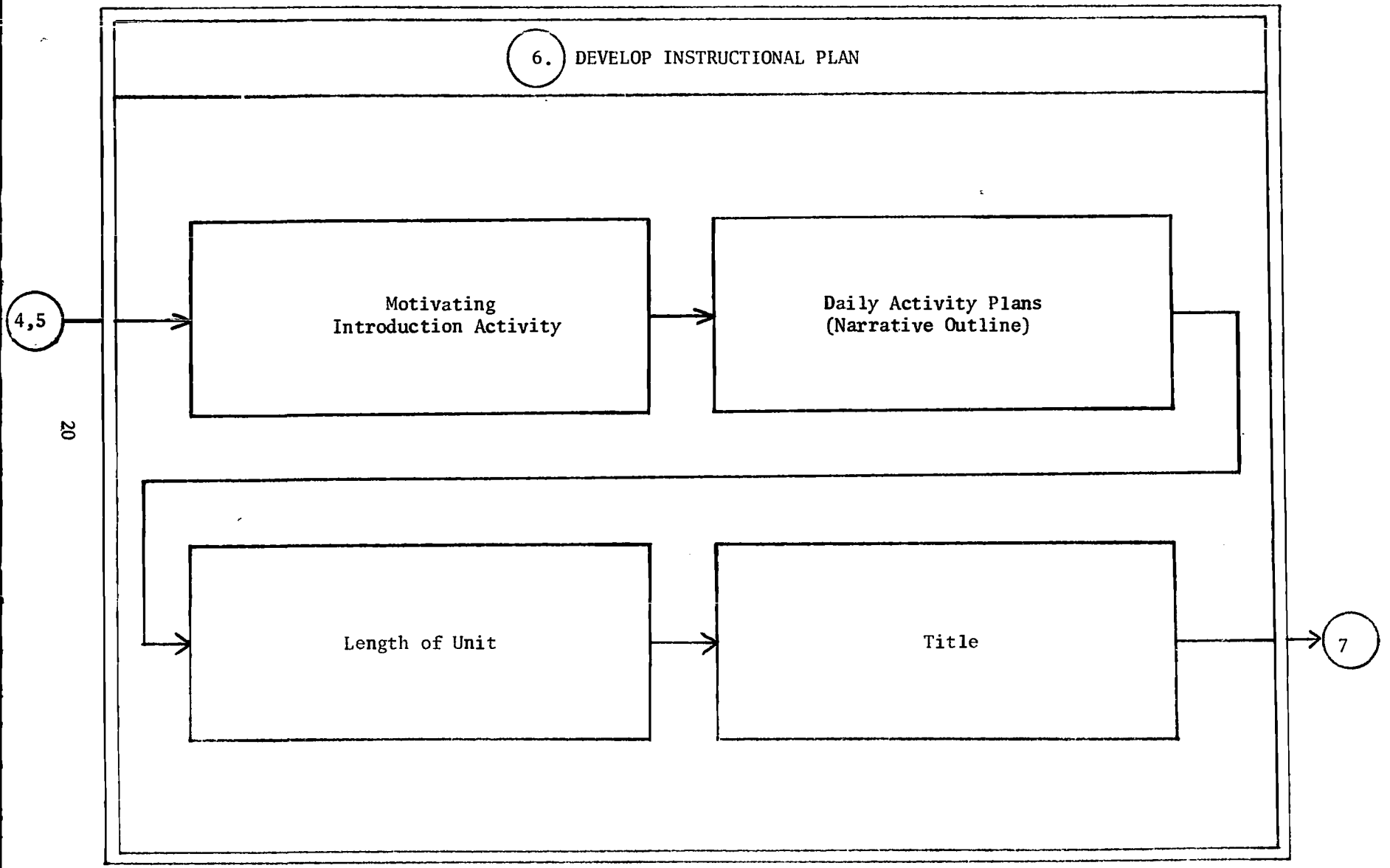


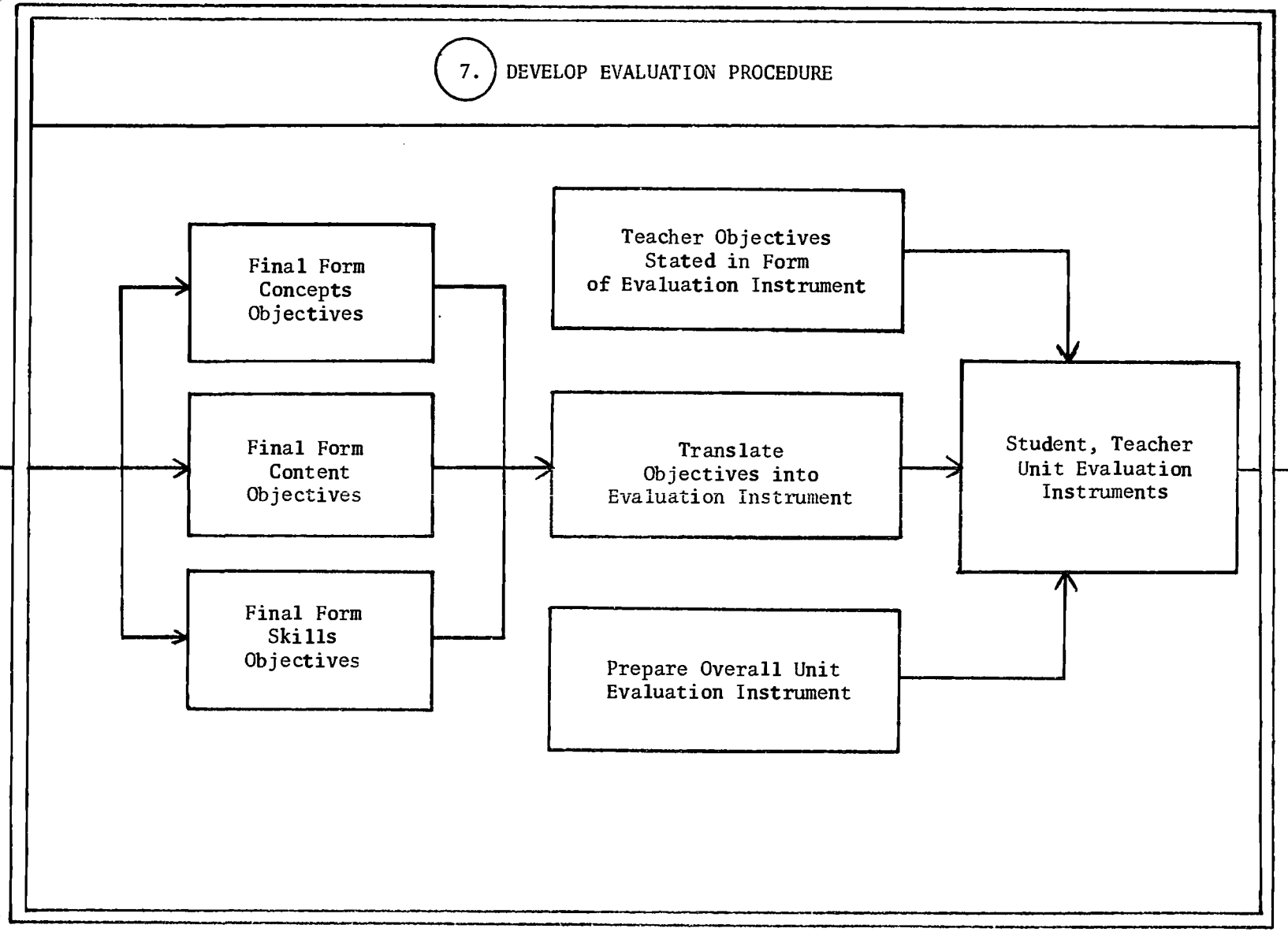
CONCEPT FORMATION AND SKILL DEVELOPMENT




4. SELECT CONTENT
2
Primary
Culture Specific
Comparative
Final
Content Mix
6
5


4
4
5. SELECT/DEVELOP METHODS, MEDIA, ACTIVITY MATERIALS
Media
Method Appropriate to Content and Skill Objectives
Method, Media, Material Mix
Activity Materials
3
6


6. DEVELOP INSTRUCTIONAL PLAN
4,5
Motivating Introduction Activity
Daily Activity Plans (Narrative Outline)
Length of Unit
Title
7


7. DEVELOP EVALUATION PROCEDURE
Final Form Concepts Objectives
Final Form Content Objectives
Final Form Skills Objectives
Teacher Objectives Stated in Form of Evaluation Instrument
Translate Objectives into Evaluation Instrument
Prepare Overall Unit Evaluation Instrument
Student, Teacher Unit Evaluation Instruments
6
1

IV. PROJECT NECESSITIES CURRICULUM BANK

The following social studies curriculum bank has been arranged by progression within class years simply to demonstrate its overall breadth and scope, its coverage of Steering Committee major concepts, and the numerous disciplines of the social sciences. An attempt has been made to outline units which are modular within the first six grades and last six grades, that is, units which could be re-arranged in any desired sequence within the six years into which they fall in the sequential scheme presented below.

Historically the most advanced curricula which have actually seen the daylight of the classroom have been locally developed and applied in suburban school systems. While the inefficiencies of parallel, highly localized curriculum development are apparent, this demonstrated effectiveness of local curriculum content selection and application, combined with the new emphasis on decentralization in social programs, points the way for the curriculum bank approach.

The curriculum bank, in the highly important area of social studies instruction, is a concept designed to take advantage of both the extensiveness of the BIA operated system of schools and the decentralization of choice possible at the local community level. While the modular curriculum units can be developed efficiently for potential use in all Bureau schools, if the overall outline

provides a sufficient surfeit of curriculum materials, the social studies curriculum can be selected and ordered at the local level by teachers, interested parents, and perhaps students themselves.

Thus the curriculum bank takes advantage of economics of scale in basic curriculum development, yet provides for flexibility in local adaptation. One qualification of this modular unit flexibility is the fixed-time nature of the two summary years, six and twelve. Grade six is a class-oriented summary exercise in the practical implementation of K-5 learned concepts: the three group projects are recreation of social institutions in the classroom. The individual research projects of grade twelve combine student interests with individual students' poorest conceptualization areas in preparation for school exit and establishment of life careers.

Sections V and VI below present two models of scope and sequence unit plans triggered by the curriculum development process. Section V is in narrative form, while Section VI presents a linear flowchart. Either could be the basis for detailed unit development at any grade level.

V. A MODEL NARRATIVE SCOPE AND SEQUENCE

The following represents the kind of narrative scope and sequence that teachers might develop from the Project NECESSITIES Curriculum Bank.

GRADES K-3

HOME

I. What is home? (Description)

Space A. Layout--Land

Man B. Personnel

Time C. Activities (eating, sleeping, playing, working)

II. What does home provide? (Analytical)

A. Shelter, food, clothing = security and services

B. Family roles--each member's "part"

III. What are the dynamics of the home? (Process)

A. How to get what you want: persuasion, exchange (chores), force (with siblings)

B. Family history: location and relocation, new siblings

MASTER CONCEPTS

1. INTERACTION: consumption, distribution, influence, exchange
2. CHANGE: family history, heritage
3. CONFLICT: favoritism, rivalry, competition, mood

4. POWER: parental roles, love, hate

5. VALUING: order, disorder, stability, good/bad

SCHOOL

I. What is school? (Descriptive)

Space A. Layout, mapping, placement

Man B. Personnel (teachers, administrators, service people, students)

Time C. Activities (study, play, daily life)

II. **What** does school provide? (Analytical)

A. Basic needs (shelter, food, services)

B. School roles (especially student and teacher)

III. What are the dynamics of the school? (Process)

MASTER CONCEPTS

1. INTERACTION: teaching/learning, influence, exchange (reward system), peer-play, consumption

2. CHANGE: time/space, classroom schedule

3. CONFLICT: favoritism, classroom rivalry, play cliques

4. POWER: teacher role, administrator's role

5. VALUING: "good" behavior, "good" performance, success/failure (academic, classroom), good/bad

HOME VS. SCHOOL

I. How are home and school alike? How different? (Descriptive)

Space A. Layout

Man B. Personnel

Time C. Activities

II. Comparison of home and school (Analytical)

A. Different basic purposes?

B. Same provision for basic needs

C. Roles: student/teacher vs. child/parent, peer group member vs. sibling role

III. Comparison of home and school (Process)

A. Persuasion, influence, force in both settings

B. Different calendars, histories

MASTER CONCEPTS

1. INTERACTION: parent-student-teacher, dynamics of home compared to school
2. CHANGE: transition from home to school
3. CONFLICT: similar peer-sibling rivalries, more competition in school, more voluntary grouping in school, dominance by personal characteristics
4. POWER: "pecking orders," adult/child
5. VALUING: competition, verbal ability, aggressiveness at school

COMPARATIVE HOMES AND SCHOOLS (other places)

I. White middle class and black lower class urban America

Space A. Facilities of home and school

Man B. Family structures--school system organization, personnel

Time C. Activities--home and school (day school)

II. Another tribal society, perhaps African polygamous

A. Same functions--purposes (no formal school?)

B. Same provision for basic needs

C. Similar roles, different institutions

III. A little-known American Indian tribe for comparison

A. Valuings on different social dynamic modes

B. Different histories, important occasions

MASTER CONCEPTS

1. INTERACTION: Social dynamics of three other children's worlds.
2. CHANGE: 3-step comparison--space warp, not time.
3. CONFLICT: A difference in modes of resolution in three settings.
4. POWER: Same power roles in three settings.
5. VALUING: Recognition of other value systems and their wholeness.

GRADES 4-6

COMMUNITY (village or boarding school as total institution)

I. What is a community? (descriptive)

Space A. Facilities, resources--layout, institutions

Man B. Personnel--concentration of people in limited space; elementary demography.

Time C. Community history (local input required)

II. What does community provide?

A. Goods distribution centers

B. Community services

III. What are dynamics of community?

A. Economic exchange--money as a medium

B. Political exchange--vote as a medium

c. Informal and formal voluntary associations

MASTER CONCEPTS

1. INTERACTION: Exchange media, communications patterns.
2. CHANGE: Community history, economic cycle, political succession.
3. CONFLICT: Political contests, economic deprivation.
4. POWER: Community leadership roles.
5. VALUING: Individual expression through association.

CREATING A CLASSROOM SOCIETY (class co-op projects summarizing K-5 concepts)

I. Setting up a hallway candy store:

A. Investment by teacher--allocation of capital.

B. Wholesale/retail--return on investment.

C. Profit and its distribution (+ saving, re-investment).

II. Setting up class voluntary associations

A. Dividing on basis of hobbies/interests of students.

B. Group goals, purposes (newspaper, collections, etc.)

C. Organization, leadership, roles and contributions.

III. Setting up a class government

A. Constitution--procedures (different decision rules for group, such as majority, unanimity, plurality), leadership.

B. Choice of a school/classroom issue.

C. Delineation of alternatives.

MASTER CONCEPTS

1. INTERACTION: Class relation to student body market (I), internal (II), school administration (III).
2. CHANGE: Transforming class into an institution.
3. CONFLICT: Decision-making experience.
4. POWER: Classroom leadership in different activities.
5. VALUING: Setting group objectives, procedures.

FUTURES/UTOPIAS (creating own society)

I. What would be an ideal community? (Descriptive)

Space A. Layout--what would it have to look like? What facilities?

Man B. Personnel--what sort of people?

Time C. Activities--work, play, etc.

II. What would it provide (Analytical)

A. Must make provision for basic needs.

B. Any role differentiation? Problems foreseen where everyone is alike.

III. How would it operate? (Process)

A. Schemes of distribution (to each according to his needs or to each according to his contribution?)

B. Historical case studies of Utopian experiments: Amish rural/farming as current example; nineteenth century crafts village experiments. These vs. world at large.

IV. System wholeness

A. Trade utopias among class groups.

B. Find system inconsistencies in Utopias dealing with MAN, SPACE, TIME interrelations.

C. Revise, see system ramifications of societal components.

MASTER CONCEPTS

1. INTERACTION: System interrelationships.
2. CHANGE: Community histories, failures.
3. CONFLICT: Community relations with outside world.
4. POWER: Ideals of decentralization.
5. VALUING: Ideals as basis for social organization.

GRADES 7-9

1. INTERACTION

Theaters

Economic--How does an isolated community meet its needs?

Economy of the reservation (trading post)--monopoly--alternatives to monopoly--the cooperative--credit, loans.

Political--How does a community make decisions of policy?

Comparison of types of tribal decision-making structure--rule by unanimity vs. rule by plurality. Comparison to decision-making in the dominant culture--plurality in elections, unanimity in jury trials. Causes of each method, effects.

Social--How is a family structure organized in different American Indian tribes?

Comparison of family structure, child-rearing, etc. in two southwestern tribes--isolated rural Navajo, concentrated population of Pueblo (e.g., Taos).

Cultural--How are self-contained communities in different parts of the world similar and different?

Comparison and contrast of American Indian reservation and Israeli kibbutz.

Psychological--How are attitudes formed in individuals and groups?

Advertising, the media. Authority and leadership figures. Peer pressure, group, dyadic.

Historical--How were the reservations formed?

Discussion from American Indian point of view of the reservation policies. Three types of reservations: pre-existing (Isleta Pueblo); roundup of nomadic tribes (Rosebud); forced migration of Eastern tribes (Oklahoma).

2. CHANGE

Economic--How do events affect the way a community supports itself?

The Navajo reservation gets a plant with 1500 jobs at Shiprock; automation eliminates most jobs in an Appalachian county. Economic planning for a reservation.

Political--How is political power gained and lost?

Legal action--suits for recovery of treaty lands--Democracy as a scheme for the formalization of political change. The leader--Sitting Bull; the coalition--Iroquois Confederation; the movement--Red Power, Cesar Chavez, Ruis Tijerina.

Social--What is the nature of change in generations?

Eskimo, Plains, Southwestern. Past generation to present; current patterns of sociological change among reservation Indians. Projections for future development.

Cultural--How do tribal societies in different parts of the world respond to contact with other societies?

The Yana of California (Ishi) and the Polar Eskimos of Greenland (i.e., non-adaptation to perceived alien culture).

Psychological--How do people, as individuals and as a group, respond to immersion in an alien culture?

The Indian child (both English-speaking and non-English-speaking) enters school.

Historical--How does contact with an alien culture affect the social, economic, political, and cultural characteristics of a community?

The Crow Indians discover the horse.

3. CONFLICT

Economics--How do the interests of consumers and producers conflict, and how can each maximize his gains?

Monopolies, trusts, comparative buying, etc. Unlimited wants vs. limited resources.

Political--How does conflict between groups arise, and how can it be resolved?

Conflict between Sioux and South Dakota legislature over control of tribal functions; conflict over use of hallucinogens in religious services.

Social--How does conflict arise within groups, and how is it resolved?

Case studies of sociological-political disputes in two tribes--over acceptance of a proposed factory in a reservation, over educational policy in another.

Cultural--How do different societies deal with problems posed by conflict between individuals within the society?

Where physical violence is necessitated by cultural and political tradition--where physical violence is prohibited by cultural and political tradition--the Utes; where conflict between individuals is resolved by both personal means and political-cultural institutions.

Psychological--How do individuals resolve conflicts within themselves and between themselves and their environment?

The traditional Indian response--stoicism, a modus operandi with land and environment; the traditional "dominant culture" response--adjusting the environment to oneself by technology, immigration, etc.; the twentieth century middle class response--changing one's will to "adjust" to the environment.

Historical--American domestic history from American point of view--case study approach--Massachusetts from 1620 through King Philip's War; the Cherokee try to "play ball" with the USA; relocation and the Indian wars; the reservation policy; the termination policy.

GRADES 10-11

4. POWER

Economic--What is economic power and how is it applied?

Case study of a rural New Mexico County (Anglos, Hispanos, Indians) where Anglos control job distribution, banks and credit, food sales, feed sales, etc. How is this to be altered?

Indian economic power in the Southwest, United States in general - what are the solutions?

Political--How is political power achieved and applied?

A comparison of degree of personal autonomy vs. reservation autonomy.

Social--What determines power within a society?

Comparison of determinants of power for individuals and groups in a) Southwestern reservation b) relatively uninitiated Plains community c) Anglo urban center.

Cultural--How is power divided between dominant majorities and indigenous conquered minorities in other parts of the world?

Arabs in Old Jerusalem, French in Canada, Americans in Soviet Armenia.

Psychological--What is the meaning of power to the individual?

Readings: Chief Joseph, Thoreau, and so forth - political power, the family structure, control of existence with the

environment, religion, artistic creativity, power to hunt/help, etc.

Historical--How has the United States exercised power in its relations with other countries? International history of the United States (from the First World War?).

5. VALUING

Economic--'Price,' 'value,' and 'utility' of goods and services, degrees of correspondence among these three ways of valuing economic goods. The role of 'work ethic' in production tied to individual employment-work attitudes. The dominant society emphasis on future rewards - postponed gratification. 'Conspicuous consumption' as a modern ethos.

Political--Political parties, 'liberalism,' 'conservatism.' Role of valuing in national priorities - social conscience vis-à-vis poverty, civil rights; the Indian case of both. Law and its interpretation as valuing set concretely. Qualities looked for in leaders as representations of national values.

Social--Values as interpreted by dominant society media. Compare with priorities set by Tribal Council. Different reference groups for values: family, clan, tribe, peer group, village, race, nation.

Cultural--(See above) Compare major traditional tribal values with those of the dominant culture.

Psychological--What are your personally most important values? What are their reference groups? How have your values and their priority changed since childhood? Why?

Historical--List newspaper headlines from last several years. What national value trends do they show? (technology/progress, peace, pro-violence, pro-equality, regionalism, world unity, nationalism).

GRADE 12 - INDIVIDUAL RESEARCH PROJECTS

(Topic to be chosen on joint agreement of teacher and student to be a compromise between student's interests and teacher-perceived conceptual learning deficiencies.)

List of topics:

Individual--Biography or autobiography in form of life cycle time line, not text.

Family--Kinship chart, geneological table, capsule biographies of interesting individuals.

Community--Descriptive: history time line, geography map or successive maps (including resources, not just topography). Flow chart of decision-making process: major actors by role; crucial decision areas, topics; rules for decision finalization in community.

Tribe--(Same as above)

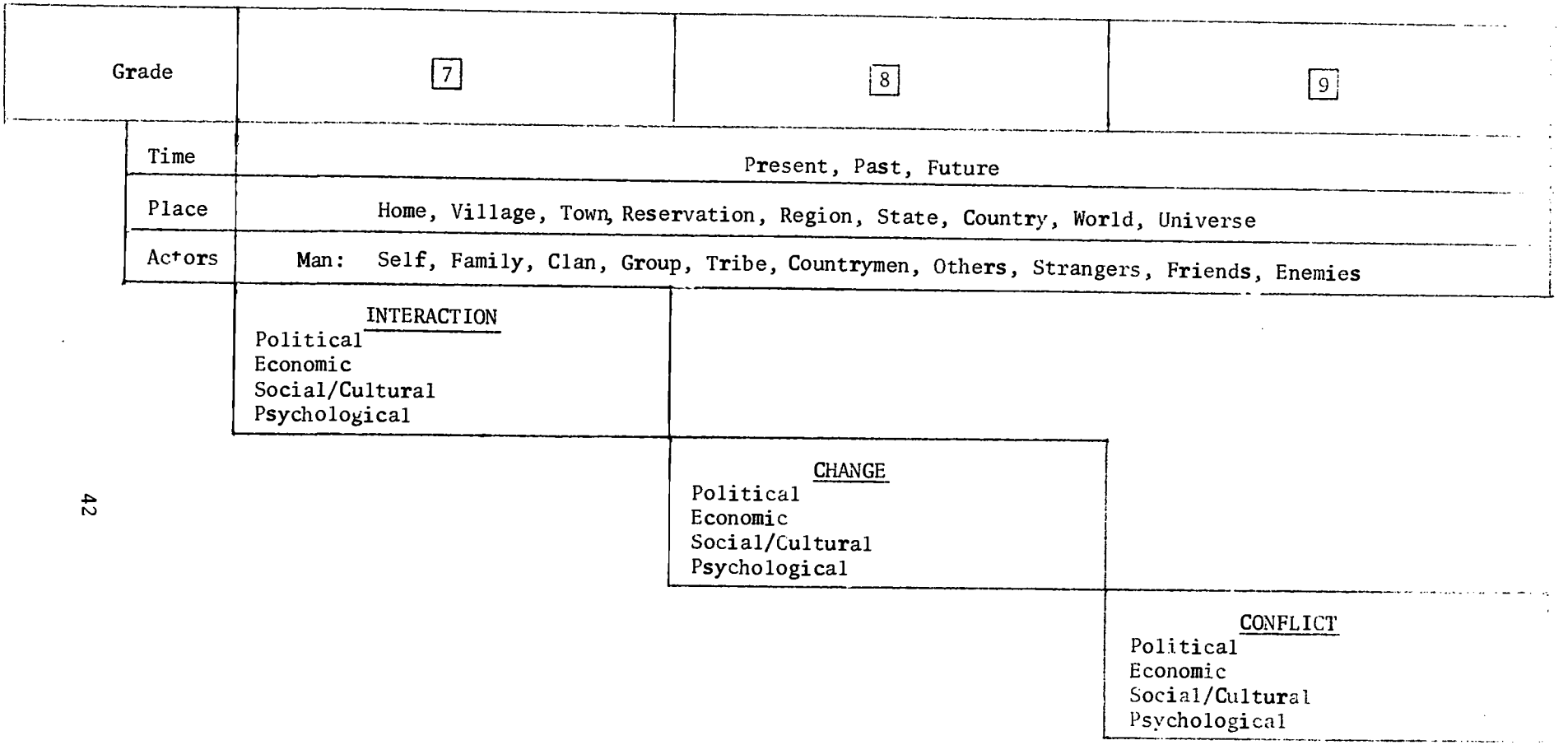
City Case Study--Crucial geographical features in original location; changing physical boundaries and facilities. Demographic history; scheme of political organization; economic base and changes in same.

VI. MODEL SCOPE AND SEQUENCE K-12 FLOWCHART*

	Grade	K							1	2	3
	Time	Present									
Master Concepts	Place	Home	Home	Land	Land	Land	School	School	Village	Self	
	Actors	Physical Objects	Family	Nature	Animals/ Plants	Man	Objects	Society	Objects	Self	
A. INTERACTION		Space arrangement	Social Roles Economics Consumption Distribution	Oxygen cycle	Homes	Use of resources (ranching, hunting)	Space arrangement	Rules Roles Games Sports	Market	Thinking Feeling Doing	
B. CHANGE		Moving	Life cycle	Seasons	Growth cycle	Planting Building	Rearranging	Schedule	Building Decaying	Daily activity cycle	
C. CONFLICT		Ineffective arrangement	Punishment/ Reward	Imbalance Storms Floods Volcanoes	Survival	Survival	Overcrowding	Strangers Discipline Competition	Strangers Resources	Rebellion Fear Frustratio	
D. POWER		Protection	Cooperation	Erosion	Weapons	Tools	Protection	Control	Protection	Expressing Creating Making Self-contro	
E. VALUING		Order/ Disorder	Traditions Holidays	Balance	Balance	Productive-ness	Arrangement for learning	Learning	Helping	Good/ Bad	

*NOTE: The following chart indicates the kind of conceptual Scope and Sequence a school might select.

Grade		4 → 6								
	Time	Present, Past								
	Place	Home and School	Village	Village	Land	Town	City	State	Nation	Self
	Actors	Self and Others	Resources	Society	Use and Distribution	System	System	System	System	Self
A. INTERACTION		Extended Roles	Services Physical	Government	Patterns	Economic Political Government Services Transport Communicatn	"	"	"	Thinking Feeling Doing
B. CHANGE		Roles	Use	Leadership	Industrialization	Technology Secularization	"	"	"	Growth
C. CONFLICT		Rivalry	Scarcity/ Plenty	Factions	Ownership	Generations Racial Class Pollution Growth	"	"	" War	Anger Rebellion Fear Frustratio
D. POWER		Identity Autonomy	Economic	Law	Teritorial Identity	Executive Law/Courts Police	"	Legislative Militia	"	Expressing Creating Controllin
E. VALUING		Cooperation	Utility	Tradition	Tradition	Tradition	Culture	"	"	Independen


Grade
7
8
9
Time
Present, Past, Future
Place
Home, Village, Town, Reservation, Region, State, Country, World, Universe
Actors
Man: Self, Family, Clan, Group, Tribe, Countrymen, Others, Strangers, Friends, Enemies
INTERACTION
Political
Economic
Social/Cultural
Psychological
CHANGE
Political
Economic
Social/Cultural
Psychological
CONFLICT
Political
Economic
Social/Cultural
Psychological

Grade	10	11	12
Time	Present, Past, Future		
Place	Home, Village, Town, Reservation, Region, State, Country, World, Universe		
Actors	Man: Self, Family, Clan, Group, Tribe, Countrymen, Others, Strangers, Friends, Enemies		

Research, Planning, and Development Projects individual and group in areas of:
- concept strength
- concept weakness

POWER
- Political
- Economic
- Social/Cultural
- Psychological

VALUING
- Political
- Economic
- Social/Cultural
- Psychological

VII. GUIDELINES AND SPECIFICATIONS

Introduction

Guidelines and Specifications are the decision rules by which the staff of Project NECESSITIES has continuously tested each unit and each activity module for consonance with project goals as they are articulated in the Development Plan.

These decision rules are focused on nine major parameters:

A. General Goals

B. Indian/Eskimo Specific Goals

C. Concepts
   1. Universal Concepts
   2. Master Concepts
   3. Key Concepts
   4. Sub-Concepts

D. Content and Comparative Content

E. Style and Form of Presentation
   1. Method
   2. Media
   3. Student Activity Materials
   4. Teacher Materials
   5. Student and Teacher Attitudes

F. Suitability to Developmental Stage of Students

1. Cognitive Patterns
2. Psychomotor Skills
3. Affective Level
4. Life Experience

G. Skill Development

1. Intellectual Skills
2. Emotional Skills
3. Communications Skills
4. Practical Skills

H. Objectives/ Evaluations

I. Transmission Process

1. Introduction into the School
2. Format of the Material

The decision rules have been formulated as questions (which follow) to facilitate use. They are broken down into categories here for clarity and ease of amendment. During the actual process of developing curriculum, the staff has sought to internalize them, in a manner that provides an efficient and effective gestalt.

The Guidelines and Specifications have been derived from four major sources: 1) Steering Committee minutes and position papers developed by Dr. Engle and Mr. Womack, 2) staff dialogue,

3) research in professional works in the field of social science education, and 4) input from the field provided by students, teachers, parents, tribal leaders, and Indian educators.

There is no claim to comprehensiveness in the questions listed below. One of the continuing mandates for the project will be to revise and extend these imperatives as experience dictates.

A. General Goals

1. Does the curricular material meet real concerns relevant to the lives of the students who will be experiencing the curriculum?

2. Is the material relevant to the present and future needs of the student?

3. Does the material promote an active role for the student in gaining his education?

4. Does the material promote understanding of the real value in the acquisition and use of knowledge?

5. Does the material provide the opportunity for experiences which will increase the student's understanding of his own worth?

6. Does the material promote a climate conducive to academic success?

7. Is involvement with the material directed to increasing those skills which enhance freedom of choice with respect to decisions about life style and vocation?

8. Does the material demonstrate ways in which cultural conflict can be resolved?

9. Is the material open to controversial content chosen for perspective on cross-cultural value conflict?

10. Does the material indicate how failure can be used as a learning device for establishing individual goals?

11. Does the material convey the attitude that both the student and teacher are valued?

B. Indian/Eskimo Specific Goals

1. Does the material assist in establishing the student's own culture as viable?

2. Does the material assist in reconciling possible conflict between the student's perception of the world and those of his parents and their peers?

3. Does the material attempt to increase the sensitivity of the teacher to the values of the student's culture?

4. Are suggestions given for ways to make the material specific to the student's culture?

5. Is conscious understanding and valuing of the student's culture contained in the material?

6. Does the material promote a mature and prideful racial identity as one possible means to self-fulfillment and social contribution in a pluralistic society?

7. Does the material draw on the student's cultural heritage through biography and history as a way of illuminating contemporary problems?

8. Does the material provide insight into other Indian and Eskimo specific materials as a way of enlarging the student's culture-specific concepts?

9. Does the material promote an active interest on the student's part in discovering his own culture through reading and research?

10. Does the material promote the student's interest in exploring his own culture's values as a means of securing self-identity?

C. Concepts

1. Do the major elements of the universal concept of environment appear in every unit and every activity module in some significant way?

The Concept	The Sub-Concepts	The Question Form
MAN (the actor)	E. g., self, others, group, community, nation, family, father, mother, brother, sister, cousin, uncle, aunt, grandfather, grandmother, clan, child, adult, husband, wife, son, daughter, friend, enemy, stranger, teacher, principal, boss, colleague, worker, laborer	WHO and WHY?
SPACE (the stage)	E. g., land, thing, place, mountain, valley, river, ocean, object, air, sea, jungle, forest, plain, plateau, mesa, building, house, school, store, hospital, court, jail, market, voting booth, office	WHERE?
TIME (the dimension)	E. g., past, present, future, real, imagined, unknown	WHEN?
MOTION (the action)	E. g., all the concepts which define the nature of action: war, peace, power, interaction, conflict, love, hate, build, destroy, dark, light, consume, conserve, communicate.	WHAT and HOW?

ENVIRONMENT

2. Does the material deal in a significant way with one of the five master concepts (i. e., interaction, change, conflict, power, and valuing) which are to appear through the entire curriculum?

3. Do one or more of the other key concepts chosen for the curriculum appear in the unit? I. e., culture, social process/control, institutions, behavior, authority, law, government, scarcity/plenty, input/output, market, stability, secularization, industrial/urban, savings, habitat, compromise/adjustment, comparative advantage, loyalty, dignity, empathy, government by consent, freedom and equality.

4. Are sub-concepts derived from the universal, master, and key concepts included in the material?

D. Content and Comparative Content

1. Content

a) Is the content sufficiently limited to be covered in depth?

b) Is the content interdisciplinary?

c) Is the content worth knowing from the point of view of concept introduction or enlargement?

d) Does the content serve as a useful model for solving problems the student is likely to encounter at some time during his life?

e) Has the content real substance, particularly with respect to the lower grades?

f) Is the content, or can it be, significantly related to what the student already knows or has learned?

g) Has the content been considered with respect to grade and student achievement level placement?

h) Is the content accurate, and the result of the best scholarship to date?

i) Is the bias, if any, contained in the content made explicitly clear?

j) If the content is historical in nature, is it being taught in a way which will assist in building a chronological sense?

k) Is the content open to a method of presentation which will motivate students?

l) Is the content oriented to questions students have asked or might ask?

2. Comparative Content

a) Does the comparative content extend the student's familiarity with cultural similarities and differences?

b) Is some aspect of the comparative content particularly identifiable with the world the student knows? (e.g., other children, different but exciting places)

c) Does the comparative content illuminate some similarity or difference of another culture with respect to values, place to place, time to place, or time to time?

E. Style and Form of Presentation

1. Method

a) Does the method of presentation encourage the student's questions in an atmosphere of open-ended inquiry?

b) Does the method promote an attitude of inquiry?

c) Does the method provide an opportunity for in-depth study?

d) Does the method support development of the power to make viable decisions about individual and community goals?

e) Are the concepts in the material clearly identified, and where appropriate stated in a question form which can be made implicitly or explicitly clear to the student?

f) Are the methods used fully open to the wide range of methods available: lecture, role-play, discussion, card sort, simulation, games, case analysis, problem-solving, filming, map and chart making, research, drawing, recording, field-trips, fantasy, drama, independent study, competition, cooperation, induction, deduction, classification, analysis, synthesis, oral and written presentations, non-verbal techniques, object manipulation, story completion, debate, group activities, reading?

g) Are the objectives of the material clearly stated in a way that can be understood and acted on?

h) Does the opening activity of the unit frame the scope and sequence of the unit in a way which will motivate student involvement?

2. Media

a) Does the material make sufficient use of the available media: film, slides, stills, opaque projection, overhead transparencies, art materials, picture books, narratives, television, radio, newspapers, books, quantitative data, maps, charts, primary and secondary resource material?

b) Does the use of media techniques support the objective of the unit, or is it being included to avoid confronting substantive problems?

c) Are alternatives included if the media support recommended cannot be carried out because of lack of equipment?

d) Are media inputs signalled in way that a teacher will have sufficient lead time in getting films or equipment?

3. Student Activity Materials

a) Are the activity materials designed to motivate students to use them?

b) Are materials clearly identified by color coding, type face, and other appropriate means?

c) Are the materials sequenced in a clearly discernible way?

4. Teacher Materials

a) Are instructions, guidelines, narratives for the teacher easy to handle and clearly sequenced?

b) Are teacher materials straightforward, honest, and direct?

c) Is there an easy way for the teacher to get a rapid overview of the sequence of activities, equipment and student material requirements?

d) Are teacher materials written and presented in such a way as to promote amendment and intelligent deviation?

5. Teacher and Student Attitudes

a) Does the tone of the material support the teacher and student in seeing themselves as real resources contributing to the learning process?

b) Does the material support an attitude of interdependence between teacher and student?

F. Developmental Stage

1. Cognitive Patterns

a) Do the materials relate appropriately to the cognitive patterns of the student?

b) Does the vocabulary and the experience established to make that vocabulary meaningful, dovetail with the student's verbal ability?

c) What is known about the developmental stage of the student at the level the materials are being developed for?

d) In what ways can what the student already knows be reinforced by dealing with the material?

2. Psychomotor Skills

a) If manipulative skills are required in dealing with the materials, are they within range of the student's ability?

b) Has sufficient attention been paid to the need of the student for physical activity in developing the material?

3. Affective Level

a) Can the student emotionally handle the content and method set forth in the material?

b) Can the student do anything with what he has learned so he will not be unreasonably confused or frustrated?

c) Has the material capitalized on the student's emotional strengths, and is it appropriately responsive to his emotional weaknesses?

4. Life Experience

a) Is the material within meaningful range of the student's life experience so that he can operate successfully within the parameters it establishes?

b) Is the material receptive to inclusion of the child's life experience as curriculum content?

G. Skill Development

1. Intellectual (Cognitive)

a) Does the material enhance one or more of the following intellectual skills?

Knowledge of specifics: terminology, facts, identification, observation, enumeration, description, recall.

Knowledge of methods: conventions, trends, classification, criteria.

Knowledge of rules: abstractions, generalizations, principles, understandings, theories, structures.

Comprehension: translation, interpretation, extrapolation.

Application

Analysis of: elements, relationships, organizational principles.

Synthesis: creation, planning, derivation, hypothesis.

Evaluation: based on internal and external evidence.

2. Emotional (Affective)

   a) Does the material provide an opportunity for expression of both negative and positive feeling?

   b) Does the material promote understanding of internal emotional states?

   c) Does the material promote sensitivity to others' feelings?

3. Communication

   a) Does each unit and activity promote an increasingly effective understanding and use of verbal and written forms of expression?

   b) Is the student encouraged by the material to express himself?

   c) Does the material foster listening skills in both student and teacher?

   d) Does the material allow the student to make mistakes in oral and written expression without requiring a negative response from his peers or the teacher?

4. Practical

   Does the material promote the development of practical skills the student is likely to need? E.g., budgeting, voting,

planning, simple data collection and analysis, alternative model building, practical judgment, willingness to act, map-making and reading, filling out forms, asking and answering questions.

H. Objectives/Evaluation

1. Can the success or failure of the student's response to the material be measured against clearly stated behavioral objectives?

2. Are the objectives spelled out clearly for both units and activity modules?

3. Are evaluation instruments, their purpose and use included in the unit?

4. Do the objectives require the student to demonstrate what he has learned rather than what he understands?

I. The Transmission Process

1. Introduction into the School

a) Review

[1] Has the material been reviewed by consultants and Washington?

[2] Has a review session been held by the project staff?

b) Tribal

Have the project, its aims, materials, and specific requests been presented for approval to the appropriate local Indian and Eskimo leaders before introduction into the classroom?

c) Area Office

Have the project, its aims, materials, and specific requests been communicated to the area office via the Assistant Area Director (Education) prior to contacting local B.I.A. school officials?

d) School Board

Has the local school board been consulted about the project?

e) Local School Administration

[1] Has the local school administration been contacted in the appropriate way, and has its support been gained for the project?

[2] Does the local school administration understand the aims of the project and has it responded voluntarily to being involved in field-testing?

f) Teachers

[1] Have local teachers received sufficient information about the project to be able to make a voluntary decision about introducing the material into their classrooms?

[2] Have teachers been sufficiently acquainted with the goals of the project to achieve some level of enthusiasm and commitment to teaching the material?

[3] Have teachers received sufficient training in the specific unit and its activities to be comfortable with teaching and revising it in a manner appropriate to their own classroom situations?

[4] Do teachers understand what kind of feedback is wanted and in what form feedback information is to be transmitted?

g) Students

Has either the project staff or the teacher developed an introduction to the unit into the teacher's classroom which will assist the student in understanding why he is studying the unit and how it does or does not articulate with what he experienced immediately before its introduction?

2. The Format

Does the format contain the following, explicitly presented? Rationale: unit objectives behaviorally stated; sequenced activities appropriate to the objectives and level of skill development; master and key concepts; content and comparative content; guideline and sub-questions; a summary of unit lesson organization, and materials and equipment requirements, instructional strategies, activity materials, and evaluation instruments related to the objectives?

Development Plan Working Papers

TABLE OF CONTENTS

WORKING PAPER #1

DRAFT NOTES TOWARD A K-7 DEVELOPMENT PLAN

A working paper developed in October by Mr. James Womack, for a November meeting in Bloomington, Indiana, with Dr. Engle and Mr. Ruopp.

T E N T A T I V E

MASTER FLOWCHART K-12

Grade	K-1	2	3	4	5	6	7	8	9	10	11	12	
Title of year's work													
Title and sequence of Units comprising the grade level, with identification of sub-units													

NOTE--This can be placed on one sheet of large paper.

TITLE: _____

UNIT I:

Title _____

1. Descriptive Statement

_____

_____

_____

2. Critical or Provocative Question (how or why type)

_____

_____

3. Major understandings (key factual statements and relationships) underline concepts!

4. Key concepts and respective sub-concepts

5. Key so[illegible] science disciplines (should suggest perspective for viewing unit)

6. Major generalizations to be discovered

7. Skills to be taught

	Introduce	Refine	Extend
a)		X	
b)			X
c)	X		

8. Major learning activities with purposes

9. Values

10. Student Test(s)

NOTE--Each Unit will require a single and separate sheet of large paper.

CROSS-REFERENCES (INDEXING)

CONCEPTS

I. Identification

1. Conflict

Sub-Concept

(a.) WAR

GRADE LEVELS

	2	4	6	9
UNITS	1 4 5	2 3	5 6 7	1 8
UNITS	[4]		[6]	[8]

GENERALIZATIONS

I. Identification

1. Technological advances increase a nation's productive capacity.

GRADE LEVELS

	8		10		12	
UNITS	2	5	3	7	6	9

SOCIAL SCIENCE DISCIPLINES

I. Identification

Economics

GRADE LEVELS

	2			6			9		12	
UNITS	1	4	5	2	3	7	9	10	1	6

SKILLS

I. Identification by Title

1. Development of a broken-line graph.

GRADE LEVELS

	3			5			9		
UNITS	1	6	7	2	4	5	3	5	6
	*I	I	R	R	R	E	E	E	E

NOTE: Skills should be of both the general type (how to use a dictionary) and the specific social science type.

* I--Skill is introduced.

R--Skill is refined.

E--Skill is extended.

CRITERIA FOR DETERMINING CONCEPT PLACEMENT

IN K-12 SCOPE AND SEQUENCE

1. CONCEPTS: (21 identified by Steering Committee)

   Substantive

   Methodological (process)

   Normative (value)

K-3

1. Concrete to Abstract
2. Immediate to Distant (contemporary to historical)
3. Near to Far
4. Experiential to Imagined (comparative data)
5. Physical or Tangible to Verbalization
6. Concentration on Behavioral Sciences
   (a) Individual to Referent Group (parents, relatives, teachers)
   (b) Group to Institutional Group Representation (store owner, policeman, etc.)
7. Independent work to Group work and vice-versa
8. Private judgments to generalized values
9. Skills and Activities

K-3

Individual

1. Physical man (1 unit)
2. Psychological man (1 unit)
3. Individual--biological and psychological adaptability

→ What is Man? Physically? Psychologically? Focus is on man's characteristics, needs, and limitations.

Groups (primary or integrated)

1. Family (Primary Group)

   a) What is a family? (comparative) 1 unit
   b) How do families meet their needs? (physical and psychological) (comparative) 1 unit
   c) How are problems (conflicts) within the family solved? (comparative) 1 unit

Concept is conflict

Groups (secondary)

1. Neighborhood and/or village

   a) How do different families help each other? (comparative) 1 unit

      Concept: Interdependence

      1. sharing
      2. division of labor

   b) How are problems (conflicts) between the family and others solved? (comparative) 1 unit

      Concept: Conflict
      Law

The Individual and Family: Other Times and Other Places

Concepts: Time
Space
Individual
Family
Heritage
Change
Interaction

1. How were families of the past able to meet their needs (psychological and physical)? 1-2 units

   Concepts: Time
   Space

   Comparisons: an Indian family (village), *a manorial family, an* early colonial family in America.

2. How different (concept of change) were these past ways of meeting family needs from the ways your family meets its own needs?

   Concept: Change

   Focus is on physical needs (example: food), and on psychological needs (example: security).

3. How have families learned from each other (comparative)?

   Concepts: Space
   Interdependence
   Cultural change
   Interaction

   Focus is on diffusion of knowledge caused when people overcome space barriers.

   Examples: Indians and whites adopting, and sometimes adapting, each others' ways of doing things.
   American immigrants (cross-cultural borrowing).
   Two Indian tribes (cross-cultural borrowing).

How has Man (here and now, distant and past) tried to solve his problems and meet his needs?

Social Control (subconcept on discipline) stability

1. Why has man always tried to make rules (laws)?

   Case study

   Examples: Comparison of Indian rules for disciplining members with rules in colonial Massachusetts Bay Colony.

   (Concepts: Time, Rules [Laws])

   Comparison of family and classroom rules with rules of others (society).

2. How have different people made rules (laws)?

   Case study

   Examples: Past Tribal Council vs. John Smith in Jamestown (past).

   Present Tribal Council vs. local civil government.

3. How have different people tried to cause others to respect rules?

   Examples: Past Indian tribe--banishment from tribe (case study).

   Colonial America--banishment from colony (Roger Williams or Anne Hutchinson).

   Present Indian "loss of face," i. e. control by norms, mores, etc.

   Present American--enforcement of legal system by community.

How has man tried to solve his problems and meet his needs (here and now, distant and past)?

Concepts: Production/Consumption
Marketplace
Land

1. How has man used the land to meet his basic needs?

   Examples: Comparison of early Indian farmers (maize or corn, implements used, irrigation techniques, harvesting as a tribal activity, storage, sharing, etc. with methods of early pioneers:

   a) independent farmers on frontier
   b) manorial estates in Maryland (indentured servants, etc.)
   c) Spanish in Southwest (exploitation of Indians)

   Comparison of Indian hunters with early fur trappers and traders (Canadians in Ohio River Valley, or English in Mohawk Valley).

   Comparison of contemporary small-independent Indian cattle farmer with commercial farming of cattle (technology) in the Plains or Southwest.

2. How do others help us to meet our basic needs (trade and marketplace)?

   Examples: Compare early pioneer farmer (subsistence) with an early Indian tribe (show effects of space on trade).

   Compare barter system of Indian tribe with early money system in colonial or confederation period. (I. e., it was difficult to trade in the colonies because there was no common medium of exchange.)

   Show how Indians and whites exchanged goods, i. e.,

   a) story of purchase of Manhattan Island
   b) horses and furs from Indians for liquor and guns
   c) land from Indians for trinkets, mirrors, etc.

How has man tried to solve his problems and meet his needs?

Concepts: Stability
Power/Authority
Leadership

1. How did early religion (Indians and whites, Massachusetts Bay Colony, New Haven, Connecticut) try to hold the community together?

   Examples: Show the kind of behavior that religion (Indian and white) demanded of the members of society.

   Show how the government an religion (theocracy) were often interwoven. (Mormons are an excellent example.)

2. How have some great leaders claimed to have a historic mission to provide stability for their people?

   Examples: Chief Crazy Horse and Brigham Young (religious leaders)

   Sitting Bull and Woodrow Wilson (political leaders)

3. Why is leadership so important to hold a community (tribe, nation, etc.) together?

   Examples: Death of Pontiac or Geronimo, as compared to death of Abraham Lincoln.

   George Washington (colonial unity) as compared to Red Cloud.

What has man seen as beautiful or desirable?

Concept: Valuing

Examples: James Fenimore Cooper's description of Indian life (Last of the Mohicans or Drums Along the Mohawk).

Description of Peace and Contentment:

a) Columbus' description of the first Indians
b) Puritan and Pilgrim reasons for leaving England
c) A frontiersman's description of "peaceful isolation"

Description of Material Goods:

a) Description of gold by Pizarro
b) Description of Macao by Marco Polo
c) Description of arms by Indians

Description of Freedom:

a) Description of immigrants arriving in America
b) Description of a "freed" Negro slave
c) Description of negative view of life on a reservation, or forced movement of Southeast Indians by Andrew Jackson

Grades 4-6

MAN AND HIS COMMUNITY

Geography concepts are featured:

We should begin this with the study of a local and contemporary community, viewed initially from the geographer's perspective but also to include other disciplines.

Concepts: Region
Areal Association
Habitat

1. How would you evaluate the natural features of the geography of your community (town, village, urban center) in terms of how well its areal association lends itself to man's habitation?

Examples: Students would identify an Indian community and prepare a brochure to advertise for modern-day settlers to move to the community. The brochure would indicate areal associations of:

A. Spatial Geography: surface features, climate

B. Ecosystems: water, biota, soil and soil groups.

2. How has man managed to make his habitat in some regions (communities) without greatly disturbing areal associations?

Examples: Do local community first, then go to:

A. The Plains Indians

B. The fur trappers in Alaska (seals, walrus, bears)

C. The fishermen of Nova Scotia.

3. How has technology helped man to overcome the barriers sometimes caused by certain areal association?

Examples: Do local community first, then go to:

A. Building of dams to control flooding

B. Contrast of Indian techniques to that of modern dominant culture in the U. S.

C. Building of tunnels through mountains or under rivers.

D. Use of chemicals and insecticides to destroy tropical rain forest so that man may live.

4. How have certain areal associations caused man to adopt biologically or physically?

Examples: Do local community first, then go to:

Changes in blood mixture due to dilution of oxygen at high altitudes (Mesa Indians in New Mexico, or Peruvians).

Changes in physical structure, i. e. leg muscles, complexion, agility, etc.

5. How has man destroyed or greatly changed the original landscape of areal associations by neglecting conservation?

Examples: Do local community first, then:

White attitude concerning slaughter of the buffalo, as compared to that of Indians'.

White use of technology in fishing (wholesale capture) as compared to techniques and attitudes of Indians.

White's pollution of air as compared to Indian reverence for sky, moon, sun, etc.

6. How do geographic features, including areal associations, often lead to occupational traders among the inhabitants?

Examples: Do local community first, then:

A mining town in Appalachia

A ranching town in Wyoming

A vegetable farm in Pennsylvania

A fruit farm in California

Any one of these could be focused on a specific Indian community

7. How may man destroy his own community by exhausting or polluting its natural resources?

Examples: Do local community first, then:

A major city that is going "downhill" because of misuse of natural resources. (New York City--pollution of rivers, elimination of parks, pollution of air, etc.)

A nomadic Indian tribe which was forced to move because of the wholesale slaughter of animals (buffalo, deer, etc.).

A "ghost town" in Appalachia, Alaska, Colorado, etc., or the "dust bowl" of Oklahoma.

8. How has our own government, at times, encouraged the businessman to overlook conservation?

CONCEPTS: Authority
Power
Government
Law

(Again, using local community--town, urban center, village, etc.--as a starting point for all units.)

1. If you and your classmates were forming a new government, what kind of decisions would you make about the rules for operating the new government?

   A. For what reasons are you forming a new government?

   Examples: Discuss Franklin's Albany Plan of Union and why the Indians were reluctant to join Franklin's proposed Union.

   Compare the reasons for discarding the Articles of Confederation with the reasons for forming the Iroquois Confederation.

   B. How would your government be organized for making laws, enforcing its laws, and interpreting the laws?

   Examples: Compare the Articles of Confederation with its original Constitution, and these with its amendments to the Constitution and the growing power of the Cabinet and its diversions, i.e.,

	Articles	Constitution	Amendments and Cabinet
Making the Law			
Enforcing the Law			
Interpreting the Laws			

   Compare the organization of the local Tribal Council with the local-level government.

   Compare Massachusetts Bay Colony with a powerful Indian chief or group which appreciated a benevolent dictatorship.

C. How would you pick your leaders and what kinds of powers would you assign them?

Examples: Compare requirements in the Constitution for congressman, senator, president, and the Supreme Court with the requirements in an Indian tribe.

Compare the rules for choosing the leaders as provided in the Constitution with the rules in an Indian tribe.

D. Would you have any rules to protect the rights of the common people?

Examples: Using case studies, such as the John Peter Zenger case (freedom of press), Madlyn Murray (freedom of religion), and Brown vs. Board of Education to point out the scope of such freedom and how the government is organized to protect the freedoms.

Compare any of these with an Indian tribe which suspected one of its members of being a traitor, practicing witchcraft, etc.

Visit a local police station and observe a jury trial, then compare the court procedures with those of an Indian tribe contemplating a crime of a tribal member.

E. What rules would your government have for treating criminals?

Examples: Compare the treatment of "offenders" in Massachusetts Bay Colony with "offenders" in an early Indian tribe.

Compare the treatment of criminals in the local civil prison with the treatment of "offenders" in the local Indian village.

F. Working in groups of three, how would the class members agree on rules for:

a) Making war and peace

b) Trading with other towns

c) Taxing the people (business and individuals)

d) Providing equal opportunity for all

e) Protesting against the government

G. How would you want to be able to change your government in the future?

At the end of this exercise (A-G) each student should have a copy of the Constitution that his class has prepared.

WORKING PAPER #2

During the first meeting of Dr. Engle, Mr. Womack, and Mr. Ruopp in Bloomington, Indiana, a number of critical understandings were reached. A draft summary was prepared by Mr. Womack and then revised as a result of comment by Dr. Engle and Mr. Ruopp. The following is that revision.

A Conceptual Design for Social Studies Curriculum Development (Revised)

by James G. Womack, December, 1969

1. After careful consideration of a variety of concepts, we decided that those developed by the Steering Committee and those identified in the Syracuse Report are sufficient for developing a scope and sequence for Project NECESSITIES. The following substantive and affective concepts and their sub-concepts are considered eligible for inclusion in the scope and sequence. Methodological concepts are not to be considered as structuring devices for the scope and sequence, but instead will be treated singularly and as an integral part of each unit as appropriate.

Substantive Concepts	Affective Concepts
*Power	Loyalty
*Conflict	Dignity
*Change	Empathy
*Interaction	Government by Consent
These are consistent throughout the K-12 scope and sequence. (Man ((Environment (including Time (and Space) ((	Freedom and Equality
	*Valuing
Compromise/Adjustment	
Comparative Advantages	

Substantive Concepts	Affective Concepts
Scarcity/Plenty	
Input/Output	
Modified Market	
Habitat	
Sovereignty	
Industrial/Urban	
Secularization	
Culture	
Institution	
Social Control	
Savings	

2. As field-testing continues and as feedback is derived and analyzed, it may be necessary to delete some of the aforementioned concepts and to add other different concepts. This will be done to tailor the curriculum to the changing needs of Indian and Eskimo students.

3. After considering all of the aforementioned concepts, it was agreed that the following five master concepts should be given priority in organizing the scope and sequence. These master concepts are:

CHANGE

CONFLICT

INTERACTION

POWER

VALUING

4. The distribution of these master concepts over the learning period (i.e., grades K-12) should be:

   (a) All the master concepts will be treated in a spiraling fashion in each grade level of the primary and intermediate grades. The actual amount of time devoted to any single master concept will vary from grade to grade and within a grade.

   (b) A single master concept will be treated in each grade level, 7-12. It is tentatively proposed that the following pattern be followed. This sequence is not a fixed requirement; the order may be interchanged.

Grade		
7	-	Change
8	-	Conflict
9	-	Interaction
10	-	Power
11	-	Valuing

   (c) Two concepts, Man and Environment, are to be considered as threads which are interwoven throughout the scope and sequence. Thus, the curriculum design will appear graphically as follows:

CONCEPTS	GRADES
Change Conflict Interaction Power Valuing	Grades 1 through 6 (spiraled)

CONCEPTS	GRADES
Change	7
Conflict	8
Interaction	9
Power	10
Valuing	11
Student elects any Two Master Concepts	12

5. In addition to the five master concepts, the following concepts were designated as consistent concepts to serve as threads or background for the scope and sequence. These concepts are:

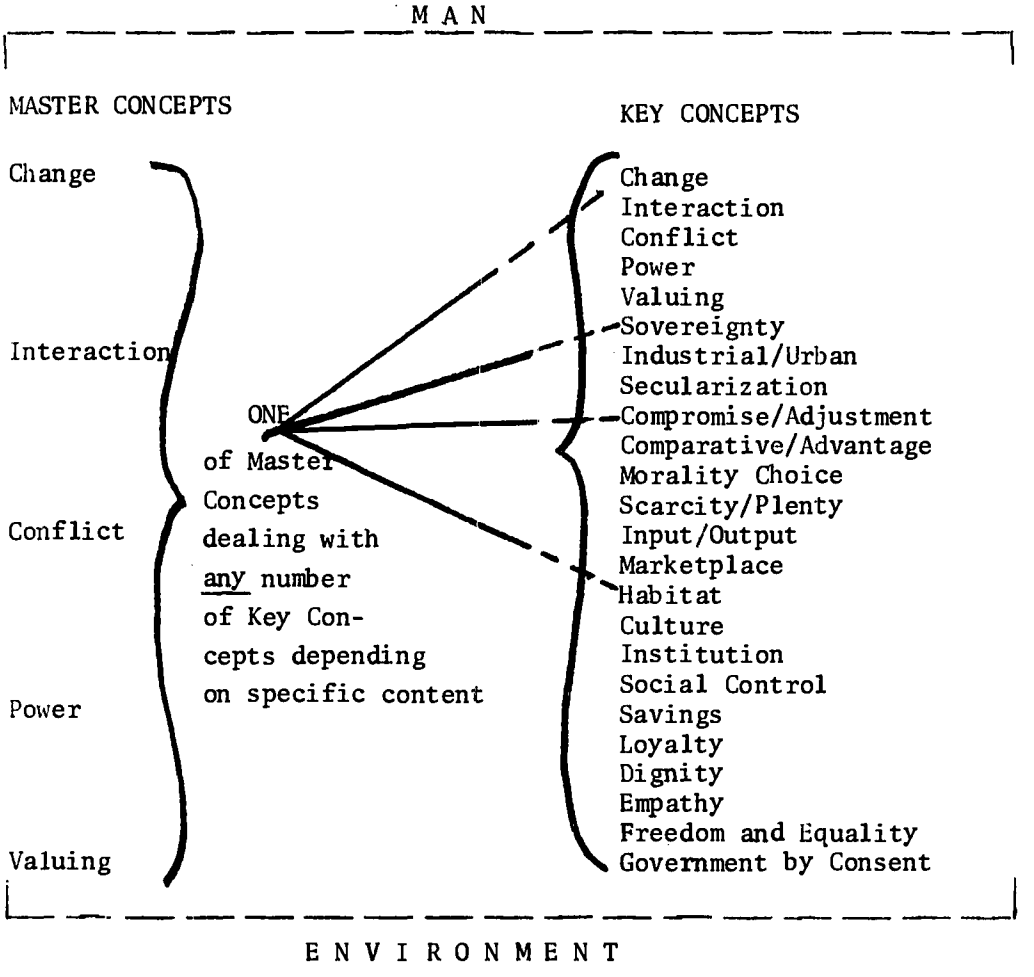
MAN

ENVIRONMENT (including
Time and Space)

These will appear in any unit as the need dictates. They may themselves be the essence or focus of the unit, but will more frequently be the "backdrop of the stage" for presenting the actual master concept to be studied.

Relationship of the Master Concept and the Other Substantive and Affective Concepts

The focus of any unit will be on one of the master concepts or its sub-concept. However, it is expected that the master concept will be studied as it relates to one (or more) of the other substantive concepts or to another master concept. Thus, there might be a unit focusing on the master concept of POWER as it relates to the substantive concept of MARKETPLACE. We might present examples of this graphically, as shown on the next page.



Thus, in any single unit at any grade level, the focus is on one of the master concepts or its sub-concepts. As a background or backdrop to the master concept, we may introduce the consistent or threading concepts of MAN and ENVIRONMENT (i.e., Our study of the master concept POWER may require us to acquaint students with certain connotations about Man and Environment simply for purposes of setting the stage for the master concept of POWER. We would then relate the

master concept of POWER to <u>one</u> or more of the other master concepts and/or a sub-concept of a master concept <u>or</u> to <u>one</u> or more of the key substantive concepts or its sub-concept.

Methodological concepts will be introduced into the unit as appropriate for students to gain the necessary skills and techniques to understand and apply the master concept.

The Master Concept, or its sub-concept, under consideration will be applied to a theater or place of operation; home, neighborhood, community, township, city, region, state, section, country, continent, and hemisphere. This might be demonstrated graphically as follows:

Background	Master Concept	Related to another master concept or key concept	Place of Operation
Man and Environment	Power or Sub-concept	Marketplace or Sub-concept	Community

master concept — man — key concept

QUESTION: What power does the Indian have to change the marketplace in the local community?

place of operation

UNIT FORMAT

INTRODUCTION OF UNIT[1]:

Each unit should begin by putting the student in a dilemma or conflict situation which raises an open-ended question (poses a problem) which the student will attempt to handle.

The technique for putting the student in the conflict situation should be through an "activity" exercise which the students participate in, and where the parameters of the problem or conflict are made reasonably clear.

It is presumed that the activity will involve extensive use of a diversified number and kind of instructional devices, such as films, recordings, slides, picture books, etc.

Thus, the activity will open the unit, and serve to:

(1) motivate the students to take an interest in the master concept under consideration;

(2) introduce the master concept and establish its parameters;

(3) set-up a problem or conflict situation highlighting the master concept;

[1] Obviously, this manner of introducing a unit is only one of a variety of approaches which may be used.

(4) direct the students' attention to the conflict or problem situation by setting the stage for a crucial question.

REPORTING THE SCOPE AND SEQUENCES FOR PROJECT NECESSITIES

The scope and sequence should be reported on a flowchart or matrix. This flowchart should provide for only the following at this time.

(1) Each grade level should be identified by a title.

(2) The units making up any single grade level should be identified, placed in sequence, and assigned a title.

(3) The master concept or its sub-concept to be focused on in each unit should be clearly delineated.

(4) The key concept which is to be related to the master concept should be identified.

(5) The theater or place of operation of the master concept should be identified.

(6) The activity for introducing the unit and posing the conflict or problem situation should be briefly described.

(7) The crucial question should be formulated.

TITLE OF GRADE LEVEL

Title Unit I	Master Concept or Sub-concept	Key Concept or Sub-concept	Theater or Place of Opera-tion	Introductory Activity	Crucial Question
Unit II					
Unit III					
Unit IV					

WORKING PAPER #3

The following working paper was prepared by several members of the project staff late in October as a way of looking at the junior and senior high school curriculum.

Seventh Grade - "Land Use and Distribution"

Objectives:

1. To be able to determine cause and consequence of economic, political and social behavior with respect to land use and distribution.
2. To use data accurately and significantly.
3. To read and understand topographical maps.
4. To understand leadership roles and authority structures.
5. To develop analytical skills.
6. To utilize contracts as means for goal-setting and evaluation.
7. To refine reading skills.
8. To motivate oral participation in class discussions.

Content:

A. Treaties

   1. Interpretation and understanding of treaties
   2. Analysis of the contractual basis of Anglo-American land tenure
   3. Legal reasoning, language and techniques

B. Resource and Allocation

   1. Geo-awareness
   2. Positive and negative technological effects on the land
   3. Use of resources for technological advancement
   4. Cultural outgrowths from the land
   5. Resource re-allocation
   6. Agrarian reform

C. Relationship between land and social patterns

Eighth Grade - "Change, Transition and Progress"

Objectives:

1. Awareness of the causes for social change.
2. Awareness of the means of social change.
3. Awareness of the consequences of social change.
4. Preparation of the individual for coping with social changes.
5. The effect of change on the individual and society.
6. The value of change relative to individuals, cultures and societies.

Content:

A. Causes for social change

   1. Inter and intra cultural confrontation
   2. Collective unrest from poverty, pestilence and injustice
   3. Collective affluence and lethargy
   4. Invention

B. Means for social change

   1. War
   2. Revolution
   3. Assimilation
   4. Education
   5. Disintegration

C. Consequences of social change

   1. Dominance of one culture over another
   2. Substitution of social values
   3. Culture conquest
   4. Systems change
   5. Alienation

D. Media study

   1. Newspaper reading, editing and writing
   2. Film viewing, critiqueing, creating and appreciating
   3. TV commercials and mass-media propaganda

E. Money and Banking

Ninth Grade - "Man in Nature"

Objectives:

1. An understanding of how the physical environment shapes man's development.
2. To relate the approaches man can use to adapt to environmental demands.
3. To teach the skills for geneological chart reading.
4. To understand concepts underlying the science of geology.
5. To develop skill in the inductive method of reasoning.
6. To teach the systematic organization of data.
7. To understand the scientific method of inquiry.
8. To make intelligible the concept of "race".
9. A survey of the uses and abuses of race.
10. A survey of evolutional history.
11. To teach the principles of behavioral conditioning.

Content:

1. Pleistocene revolution
2. Fossils as "tales about the past"
3. The Darwin and Lamarque theories of evolution
4. A study of animal and human instinctive and learned behavior patterns

Tenth Grade - "Man in Society"

Objectives:

1. An understanding of the necessities for social institutions.
2. An understanding of why man is a gregarious creature.
3. An understanding of the origins of political institutions.
4. An understanding of the social development of legal institutions.
5. An awareness of the foundations of energies of economic institutions.
6. An insight into the "ills" of society.
7. A look at the means of social progress.
8. Inquiry into the creation of personal and tribal values.
9. Understanding the motivations for cultural development.
10. An understanding of the function of culture.
11. Teaching cultural appreciation and participation.
12. A look at political behavior in periods of stability and instability.
13. Understanding the relationship between land and the growth of social institutions, customs and beliefs.
14. A study of language structure and environment.
15. Understanding the concepts of "cultural shock" and "cultural cohesion."

Content:

A. Communications Skills - Language and Culture

   1. Glottal geography
   2. Linguistics
   3. Language as a "living thing"
   4. Educational institutions

B. Man Together

   1. Customs related to the family--birth, marriage, death
   2. Clan structure

3. Tribal organization
   a. customs
   b. role definitions
   c. politics and laws
4. Religion
5. Comparative religions
6. Territorial units
   a. village, marginal towns, cities, nations
      (1) politics and customs
      (2) social systems
      (3) the political spectrum

Eleventh Grade - "History for the Real Americans"

Objectives:

1. A re-evaluation of perspectives of American History as seen through the eyes of Indians.
2. To establish parallels between historical and current events.
3. To use history as a method of inquiry.
4. To educate the student in the methods of propaganda.
5. To use and understand statistics.
6. To understand the psychology of "nationalism."

Content:

1. Pre-Columbian civilizations -- Aztec, Maya, Inca
2. Tenochtitlan
3. Longhouse Society
4. Collaboration on a document to govern America
5. Age of Jackson
6. Department of Interior
7. The Gold Rush and the Railroad Era
8. The "long march" and Wounded Knee
9. Culture and confinement
10. Jim Thorpe and the Pima
11. The Constitution and the future

WORKING PAPER #4

A MODEL FOR DEVELOPING CONCEPTUAL SKILLS K-3

The following represents a series of hypotheses which will require field testing.

Evaluation results will be used to develop higher sensitivity and deeper insights into the needs and conceptual growth patterns of Eskimo and Indian students.

Pertinent to the evolution of this model is a draft questionnaire (See Phase II Report, Volume V, Section B) designed to establish guidelines for determining the growth patterns of the child. Careful testing of these hypotheses is essential if curriculum content is to be appropriate and concepts relevant to the student and his background.

A MODEL FOR DEVELOPING CONCEPTUAL SKILLS IN THE EARLY SCHOOL YEARS

1. Existing Problems

There is a traditional problem that exists among the four major educational constituencies: curriculum developers, teachers, educational administrators and children. Curriculum developers become intimate and expert in the implementation and use of that work. Teachers become dependent upon the form in which curriculum is packaged: the textbook. Education administrators assume that curriculum developers have built in all requirements essential for good learning. When a child encounters difficulty with a unit, it is generally concluded that the problem lies with the child rather than the material. As a result curriculum materials and teaching techniques have not been significantly altered. However, some educators have attempted to deal with this by trying to adjust the child to the curriculum.

As a result, students are grouped according to their ability to deal with content. One must raise the question, "For what is curriculum developed?" - the educator, the child, or the curriculum developer himself. Schools that have adopted grouping programs place students who have difficulty in dealing with content in "developmental classes." Students who are relatively successful with curricula are placed in "average classes." Those who function well in content material are termed "accelerated students."

The developmental student is re-exposed to the same curricula of perhaps two years past. Average students continue in their lock-step progress. Accelerated students find themselves working in textbooks of advanced grades.

It has been discovered that the vast majority of students classified as accelerated do not score above average on ability tests. It has also been discovered that there are students in developmental classes whose academic achievement indicate superior ability. All of this data raises the question, "To what extent do curricula conder the developing nature of children?"

Recent research has indicated that curriculum innovators, particularly in social science, have not ventured beyond the walls of their subject matter and have given little consideration to the incorporation of learning theory techniques of child development in their work. The lack of communication between the two disciplines has contributed to the separation in the flow of their knowledge. How can educational materials be pertinent unless they consider the nature of the child in terms of his physical, mental and social development? How can a curriculum be functional unless it accounts for the manner in which learning occurs?

2. Ingredients Essential to Learning

Psychologists have demonstrated that the process of learning occurs in a series of progressive stages. For instance: before

a person can perform in division, he must first learn how to add, subtract, and multiply. Skill in addition is essential before a student can make a smooth transition into the function of multiplication. Subtraction, in turn, is a prerequisite for division.

Much of the early learning process is sequential and cannot occur in reverse order. A child learns to walk first by crawling, standing, and then walking. There is no instance recorded in which a child learned to crawl by first walking. (There are instances of the child learning to walk without having crawled first.)

Consequently, the quantity and quality of learning are dictated by the system and order in which content is presented. Whether or not relevant inputs are translated into knowledge is dependent upon the ability of the content material to permit meaningful classification by the child. If a content represents conceptual dimension the child is not familiar with or to which he has been previously exposed without success, learning will be delayed, labored, not likely to occur without considerable frustration and anxiety, or not take place at all in any measurable way.

3. Factors contributing to Disfunctionality of Curriculum

There are many considerations, structures, and dimensions that determine the applicability and usability of content material. Below some conditions are listed which handicap utility of content

and interfere with the presentation and acquisition of conceptual skills.

a) Curriculum which does not consider the nature of the child and the process by which he learns cannot be considered appropriate.

b) Curriculum developed without considering the unique social, cultural, and economic character of the child's environment will contain content and concepts not relevant to his experience. Such conditions result in a minimal acquisition of knowledge.

c) Teachers who have not participated or contributed to the creation of the curricula they use, labor under a distinct disadvantage. A discrepancy between the assumptions of curriculum developers about teachers, and the actual skills, knowledge, interest, and enthusiasm of teachers needed to bring a study unit to life is often evident. Seldom do teachers realize the full dimensions of intent and instructional potential that designers build into material. Only by participating in the construction of units may teachers view that curriculum in the developer's perspective.

d) Curriculum development is a time consuming process which is characterized in retrospect by an obscured maze of strategy and logistics. The time period usually required

to create, publish and disseminate the curriculum product often automatically out-date it. Content that was once pertinent at the time of enclosure may well become historical rather than current.

e) Social science curricula which lacks a self-renewing process does not consider evolution and time factors that would allow revision by teachers according to the dictates of the future.

f) Social science curriculum has not considered a specific avenue by which concepts may be developed through the use of concrete (physical items, actions) rather than verbal illustrations. To date, such practices have been generally restricted to experimentalists.

4. A Sequential System for Classifying Items

While the assumptions which lie behind this system are clearly open to question (there may be a number of sequential patterns which work best for different students) it is a useful point from which to view the question: How do we best organize the learning process to develop social science methodological skills in children?

The following is a system of classification developed by Siegel. It exemplifies the sequential development of classifications beginning with simple tasks and ending with relatively complex ones.

It is noted that all items are concrete in nature and instances drawn as analogies are relevant to the experiences of most children.

The following is one of a variety of systems that might be developed.

1. Classify a number of objects into a few groups: for example -- a group of blocks into round and angular; or into red, green, and blue; or into yellow, blue or other.

2. Classify a number of objects into two groups, then sub-classify each of the two groups into two subgroups: for example--red, green, yellow, and plain blocks into dark-colored and light-colored groups; or robins, cardinals, cats, and dogs into winged and four-footed animals.

3. Classify a group of objects on the basis of two characteristics for each group; for example--a group of blocks into red-round, red-square, green-round, and green-square.

4. Using the four groupings of item 4 above, form alternative (i.e., not simultaneous) groups that are red-or-round, red-or-square, green-or-round, and green-or-square. These examples represent logical addition.

5. Again, using the four groupings of item 4 above, form alternative groupings that are red-and-round, red-and-square, green-and-round, and green-and-square. These examples represent logical multiplication.

At each step of the sequence suggested above, the application can be expanded in each of two dimensions. First, a larger number of categories can be used; this will enlarge the child's familiarity with and ability to handle the basic methodological concepts. Second, and much more important, other types of objects or instances can be used: instead of blocks, food, and animals, substitute personality characteristics (for example, happy, sad, irritable demanding), group situations (harmonious, tense, unfamiliar), historical episodes (wars, revolutions, territorial expansion) and social problems (depressions, graft, juvenile delinquency).

5. A Sequence of Requisites Needed to Develop Social Studies Skills

A sequence of requisites for developing skills in social studies begins with the process of classification. This process is used as a vehicle by which young children move from sensory bound, action-oriented, and literal minded stages of development to thinking and performing simple and multiple classifications. The ability to perform the fore mentioned is a prerequisite to understanding the principles of conservation. As the child develops his skills in comprehending conservation, he increasingly sharpens his ability

to think logically and deductively in terms of multiple causes and probability factors. The child must then understand hypothetical situations and deal with them by giving logical conclusions to the data the situation describes.

A DESIGN TO DEVELOP CONCEPTUAL SKILLS:

THE CLASSROOM AS CONCEPTUAL LABORATORY

The following is an elaboration of cognitive requirements, social science concepts, and lab exercises. This arrangement allows teachers to determine at a glance the lab exercises essential to cognitive requisites on which comprehension of social science concepts is dependent. The lab exercises occur in sequence and systematically approach and deal with each cognitive requisite.

Experiences in developing cognitive requisites are intended to occur in a laboratory setting so that social science concepts may be illustrated by using physically relevant materials. These materials would possess the attributes or dimensions necessary to demonstrate the principles of classification as they relate to a specific concept. Factors of time and space, cause and effect, probability, and conservation would also be included. See sample page 94.

By having teachers participate in the development of curriculum they become intimate with content, involved with concept, conversant with structure and concerned about its successful implementation in the class. Contributions from teachers should be vigorously sought. Teacher training programs will serve not only to help teachers articulate the curriculum but also instruct teachers in the use of evolution process which dictates the imple-

menting of the self-renewal aspect of curriculum. The teachers will be taught that the forementioned lab experiences, cognitive requisites, etc., can be used to individualize programs and instruction for children. It will also be used to establish broad performance criteria for behavioral objectives. During the self-renewal process, revision or addition to content, concept, requisites and lab exercises may occur simply by modifying, deleting or adding to the appropriate level of skill. It may also be used for placing new students in the social science program.

Through the flexible structure of the developmental design, the unique characteristics of a child's environmental and social background can be functionally considered according to the level of his conceptual skills. It should be emphasized that conceptual learning will be centered around "object" relevant to the student's repertoire. Comprehension then will not be solely dependent upon verbalization.

SAMPLE:

	Lab Exercises	Cognitive Requisites	Social Science Concepts	Application to Content
Age 10-11	Student must master the ability of multiple classification. Student must master manipulation of classes, relations, unit measurements and numbers. Student must comprehend propositions, associations, and hypotheses by use of induction and deduction.	The ability to deal with abstract concepts and to classify and group hierarchical classes to relational structures.	Specific concepts as "power," "regime," "liberty," "legal process," "Coalition," and governmental tables of organization, authority relations and related classification of the hierarchical type.	1. The struggle for independence. 2. The organization of a new government.

	Lab Exercises	Cognitive Requisites	Social Science Concepts	Application to Content
Age 10-11	Principle of conservation as related to weight and substance.	The concept of invariance amid variance, or generalizations of diversity and appearance.	The possibility of generalizations about historical or political processes.	Civil liberties and our need for new ideas.

SOME GENERAL DEVELOPMENTAL CHARACTERISTICS OF CHILDREN BY GRADE LEVEL

A. K-3

Characteristics of children belonging to this age group. It is generally accepted that children between the ages of 5 and 8 enjoy activities which center about imagination and fantasy. Their interest in creating fantasy centered about the unfamiliar appears to preoccupy the majority of their playtime. Younger children of this age generally have insufficiently developed skills in working with groups. They are first involved in playing by themselves. As they become aware of their peers, they begin to play near their classmates but not necessarily with them. As children socially develop they begin to loosely organize activities. It is during this phase that children begin to become involved in semi-organized activities. However, the structure of these activities is so loosely applied that it allows children to leave games and shift back to isolated play. This shift in no way affects the activities of those involved in the semi-organized play. As social maturity progresses, group play and work activities become more sensitive and dependent upon an intimate participation of all members. As children learn to exercise social skills their ability to organize activities and assign specific roles begin to appear. Eventually, the process of organization is as much fun as the play itself.

The content and activities of units designed for children on the K-3 levels should consider developmental factors. Children of this age group can accurately perceive the world about them. The developmental plan should deal with similarities, differences, and simultaneous discrimination. This should be accomplished through the child's discrimination and perception of his physical environment. The use of fantasy is the vehicle by which a child may explore the world of imagination. Fantasy should be utilized in demonstrating that creativity and imagination can be related functionally to the present world. Simple abstractions, analogies, and generalizations are ways by which the transfer occurs. These same cognitive skills are required by the child before he can perceive simple facets of life and cultures foreign to his experiences.

Of necessity, content should be developed for units which are centered about the following concepts:

1. The child as an individual self.

2. The various roles he is expected to play at home, at school, among his peers and in his community are determined in part by time concepts and his individual feeling of self-worth.

3. The behavior which he is expected to emit should be pertinent to his age and social economic background.

4. Self-control is an important aspect which should be considered in the K through first grade levels. This is essential before the child can become meaningfully involved in learning and social activities.

5. The family and the immediate environment may be used as focus points in establishing experiences relevant to the child's background.

6. The family is also used to illustrate social processes, stability, and a cultural heritage.

7. Land and the use of land may also be used to illustrate cultural heritage in terms of development, economics, and institutions.

8. Psychomotor abilities should be developed through the child's inter-action with concrete and social media.

B. 4-6

Characteristics of children of ages 9-11. It is during this age group that children seek self-identity. Parents are generally used as models which the child imitates. Adults or other children who the child admires are also used as models. It is this stage of life where organization and assignment of roles are essential to the social and recreational and play activities. Children begin to organize and begin forming clubs, cliques, or gangs. It is generally at this age that children display contrary social traits such as arguing and fighting with friends, brothers, sisters, etc. Double standards are asserted in play between boys and girls and competition occurs between rival groups. It is in the gang or play group that the "we" or group spirit occurs. A child demonstrates pride in his membership of a group. One type of competition or conflict which characterizes this group is: Leadership generally occurs through rivalry within and among other groups. There is lacking a socially mature behavior which does not consider respect, compromise, and cooperation.

In considering the social and mental developments of this age group the following unit design is recommended. In order for students to comprehend group interaction there needs to be an introduction and extension of experiences with abstractions, analogies, and generalizations. In order that the child understand

his and his own group behavior, concepts in dealing with social values, role of the individual, the group social process, cultural values, and communication are important. These concepts may be achieved through studies of geography, history, and war. It should be the intent of the unit to focus on behavior as reflected in ethics, interactions, conflict resolution, independence, leadership, inventions, political systems, and economics. Emphasis should be placed in developing skills for comprehending:

1. cause and effect
2. analysis
3. time and space
4. hypothetical situations
5. hierarchical order
6. probability

C. 7-9

Characteristics of children of ages 12-14. During this age period, students begin to imitate exciting peers or adults, enter the stage of puberty, and begin to develop interest in the opposite sex. The rapid physical and sexual development seems to temporarily upset the social and emotional controls demonstrated in the earlier ages. There is a distinct effort to gain some independence from the family. A negative phase in behavior begins at home. Group activity is extremely strong at this age and conflict within the group still occurs. Conflict between groups and rival groups serve both constructive and destructive purposes. Constructive aspects build group spirit, unity of purpose and loyalty. Undesirable aspects of group rivalry intimidate, disregard rights of other groups, and are at times uncompromising. Conflict between groups is evident. Individuals within the group support one another (or the group's behavior) in defying rules, regulations, and laws established by the home, school, and society.

It is evident that children representative of this age group gain the experience necessary to an understanding of social psychology, the individual and social process, interpersonal relationships, accommodations and disillusions, power and authority, social systems, cultural worth, and value systems. These may be incorporated into the content through the study of mankind, culture, marketing and

money, conflict resolution, institutions, sovereignty, and war. Some of the developmental skills require developing and review by: cause and effect, analysis, time and space, hypothetical situations, hierarchical order, and probability.

D. 10-12

Characteristics of students. This age group has generally reached the level of mental maturity which allows them to comprehend complex concepts relating to social studies and social sciences. Physical growth and maturity is completed or near completion and students are learning to relate to the opposite sex in socially appropriate ways. They are extremely self-conscious and defensive. They are sensitive to praise and blame, success and failure. They admire physical skills, aggressiveness, and being popular with the opposite sex. Students at this age are beginning to expand technological skills such as maintaining and repairing cars, sewing, cooking, and skills related to interest areas, a wide variety of vocations and occupations that appeal to them. At this time they begin thinking about and planning their future.

All of the previously mentioned developmental skills may be applied to the unit in developing self-worth, cultural worth, value systems, problem recognition, interpersonal relationships, self-realization, ability to choose options, and an ability to choose one's own behavior.

Social sciences should concern themselves with economic systems, political systems, technological systems, sociological systems, and communicative systems. Students should be able to

skillfully move from identifying problems to acting out a solution to their problems. They should be able to understand the world of the past related to the world of the present and project the adjustment that must be made in the future.

Teacher Training Models

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TEACHER TRAINING MODELS

I. FIELD-TEST TEACHER TRAINING MODEL

A. Objectives for Teacher Training for Field-Testing

The initial field-testing of Project NECESSITIES curricula (People, Places and Things; Communication Skills: Fact and Opinion; and Economics: The Science of Survival) took place during the fall of 1969. A summary data sheet of the field-test matrix appears in Volume I of the Phase II report. Detailed information and feedback on the specific units tested appear in Volumes II, III, and IV. This field-testing was directed to the following objectives:

1. To disseminate the curricula on a trial basis to aid in revising and creating new material that was workable and appropriate for Indian and Eskimo students.

2. To target specific areas of weakness in the curricula through observation in the classroom, discussion with the teachers, and data from evaluation forms completed by students and teachers.

3. To understand the problems that the material itself creates for the teacher who is presenting it or for the students who have to work with it.

4. To heighten staff understanding of the special nature of the classroom environment in which the material is being tested, since this may constitute a problem area which cannot be directly remedied by changing the curricula.

5. To provide a vehicle by which teachers can contribute directly to the development of new curricula.

6. To validate strengths and weaknesses of the program with experiential evidence.

7. To become more familiar with the types of students who will be using the material in their thought patterns, classroom behavior, and motivational needs.

B. Establishment of Field-Test Matrix - Ojectives

In order to support the field-testing program, liaison work was begun. A network was set up whereby field-test contacts and feedback sources were established for maintaining open communication between the staff of Project NECESSITIES and school administrators, Tribal Council members (in reservation schools), and the teachers using the material. Staff members held meetings with the respective officials to acquaint them

with the proposed curricula and to distribute the prepared materials.

The Field-Test Matrix was established to perform the following tasks:

a. Provide a spread of students from major tribal affiliations from the Southwest, Northwest, and the Plains.

b. Advise administrators, council members, and teachers of the philosophy behind the NECESSITIES material.

c. Advise administrators of the criteria for selecting teachers to work with the curricula:
   1. volunteer basis, random sampling;
   2. teachers willing to try new methods of teaching;
   3. teachers receptive to the format of the curricular materials after becoming acquainted with them;
   4. teachers sympathetic to the particular learning needs of the Indian student.

d. Establish personal contact between each teacher and a member of the Project NECESSITIES Staff, in order to develop the teacher's confidence in the material, to provide a direct line of communication between teacher

and the Project, and to clear up any confusion resulting from the first reading of the material.

With the introduction, presentation, and distribution of the curricular material, provisions were made for receiving feedback information. A Project NECESSITIES staff member would observe and work with the teacher for the first three to five days that the unit was taught. (It was left to the teacher and staff member to decide when and for how long they met for additional conference.) The teacher would submit weekly reports detailing classroom activity, deviations from the designed curricula, and criticisms or other comments of evaluation. The teacher was instructed to telephone whenever he felt it necessary; the staff member was to make periodic checking calls. And the staff member was to make a final visit to the testing site near the end of the unit study.

C. Effects of Field-Testing on Teacher Performance

When the field-test matrix functioned as designed, the testing experience proved valuable for both project staff and teacher. Such was the case in Tuba City at the primary level. Teachers there had volunteered for the program. They had been thoroughly acquainted with the material and exposed to the philosophy

behind the project weeks before they had to teach the material. They had a direct meeting with the staff member so that they were familiar with him when he appeared in the classroom to observe. Conference time was made available for the two to meet, and the staff member reinforced the positive aspects of the teaching activity, answered the questions of the teacher when she became confused, and specifically pointed out the incidents in the classroom experience that might be included in a field-test report to offer the teacher some guidelines for evaluating and describing the activity.

Reports from these teachers indicate that the entire experience with Project NECESSITIES material proved to be worthwhile instruction and enjoyable for the students. Teachers knew what was expected of them and felt they could freely question field-test staff members if they did not.

It was when the field-test matrix did not work as planned that difficulties arose. The value of the field-test experience as an aid to teachers was influenced by the following variables:

1. When there was a communication breakdown between local school administrators and teachers. For example, in Fort Yates the two original teachers chosen to test the curricula left the school. New teachers were not

told that they were going to work with the material until a few days before they were to begin; thus teachers had not read the material when the project staff arrived; they were not prepared to begin the unit and had to do so when the project staff was not available for observation or direct consultation.

2. When the liaison network did not reach the teacher level. It appears that several teachers were "drafted" by administrators. These teachers knew little about the philosophy of Project NECESSITIES and had almost no idea how their unit fit into the total development scheme. For example, in Mt. Edgecumbe, several teachers obviously did not feel the same sense of responsibility or commitment to the work as did those who had been properly prepared and informed.

3. When the teacher did not respond to the curriculum. At times the difficulties in getting the curriculum to "work" were traceable solely to the teacher. Even if he were briefed as to the purpose of this kind of curriculum, and received the materials in time for preparation, he still did not take the time to read the manual and to understand what was happening in the activities. At other times, the teacher did not have the knowledge

to deal with the information in the content.

The quality of the feedback information was influenced by the following factors:

1. Some teachers had insufficient time to become acquainted with staff members prior to teaching the material; therefore, rapport between staff and teacher had not been established and teachers were not as receptive to criticism or as willing to call for help as in cases in which more time was available.

2. Some teachers were not entirely sure what was expected in the weekly report.

3. Some teachers did not know how to evaluate their class activity, and reports included irrelevant information--information that gave a "cardstacked" description of the lesson pointed toward pleasing the project staff or promoting an inflated view of the teacher's skill.

4. Some teachers felt threatened by a classroom observer; teaching of the material was affected by the presence of the field-tester.

5. Several teachers who, in project staff eyes, are "master teachers" did use the critical eye and insight that were

necessary for writing the reports. Their reports were thorough, objective, and useful to the curriculum writers in making revisions.

D. Revised Model For Field-Test Teacher Training (1/1/70 - 6/30/70)

The field-testing of Project NECESSITIES curricula in the Alaskan, Southwestern, and Northern Plains areas revealed that there is a need for more adequate teacher training and participation in advance of field-testing to enable teachers to deal more successfully with the material that is being created for them to teach. It is not enough to place the curricula in their hands in advance of a start-up date and expect them to work with it to full advantage. Well-written, activity-oriented curricula, if taught badly, can be more confusing to students than a standard text-book approach. If the teacher is not adequately informed about the content of the material, if he does not have teaching skills that will make the curricula "work," if he is psychologically unable to change or adapt when confronted with new ideas, then new curricula by itself is unlikely to make him a better teacher.

Many of the teachers we have worked with can and want to be helped to improve their classroom situation by using the

NECESSITIES material, but we have found telephone conversations, chats before and after classes, and letters inadequate assistance in achieving that goal. Before introduction of new material, the teachers are in need of a consolidated, intensive training period to help them field-test the material and ultimately to prepare them to deal with any further new material created in the future. Through consistent observation, critical discussion sessions, and specific method training, the teachers will be better equipped technically to teach the curricula successfully. After working with the teachers who are educating Indian students, the Project NECESSITIES Staff is convinced that training teachers to work with the material is vital if the curriculum is to be a useful tool. The staff recognizes that there is no such thing as a curricula design that is "teacher-proof," but it agrees that the curricula could be utilized more imaginatively and more closely in line with the design objectives if the teachers were exposed even to a brief training period.

Present plans will establish three training periods:

a. Prior to April, 1970, a three to four day workshop, at which time the revised field-tested units of the 1969 project will be introduced in area schools. The purpose of this workshop will be to allow teachers

time to acquaint themselves with the content of the units, to provide an opportunity for the teachers to accommodate the material to the specific needs of the tribe and the students with which they will be working, and to prepare teachers with instructional skills that facilitate teaching the material.

This three day (minimum) conference will be held at the Brigham City Office site, or in some central location in each area, at a time in advance of introduction of the unit. Approximately 80 new teachers will be testing curricula, and it is assumed that several of the teachers who are now using the units will want to work with the revised units. An intensive training period must be scheduled for these several days, with the teachers given released time by their school districts. Detailed organization of this training session will be prepared in conjunction with the participants.

b. A summer training session of approximately three weeks to begin as soon as possible after the completion of field-testing the revised units, most likely circa June 8, 1970. The purpose of this training session will be to enlarge the scope and intensity of training in instructional methods; to provide time and training

for teachers to develop curriculum that is more directly applicable to the specific students with whom the teacher will be working; and to train the teachers who have experienced Project NECESSITIES material to teach new teachers to deal with the units that they will be introducing in the fall. A detailed model for the organization of this training session is included in this report.

c. A training period in late July or August, 1970, to provide time for the teachers from the June training period to prepare other teachers to teach the units that will be introduced into the schools in the fall; and to allow the teachers who will be working with the fall units to get acquainted with the material and exposed to the methods that make it work. Organization of this training session will be developed in conjunction with the participants at the June training session.

E. Overall Goals of Teacher Training

The training of teachers will, at minimum, prevent some of the drawbacks that teachers encountered during the 1969 field-testing period when no training was conducted. The staff agrees

that the following aspects are common to most of the classroom situations, and, apart from the revisions needed in the curriculum itself, are responsible for creating adverse conditions when the material is taught.

1. It is important that the teachers who will be using the material have actually volunteered to field-test the material during the school year. If they do not willingly approach the material, if they feel that the program is a "burden," then they bring a negative attitude to the classroom. It would be ideal, of course, if the teacher is receptive to new methodological approaches, able to envision the long-term goals of the project, and sympathetic with those goals, but it is not critically necessary.

   Teacher attitude and behavior can be changed, and it is change--of inadequate teachers into better ones, and already competent teachers into excellent ones--toward which the teacher training will be directed.

   Although it is probably necessary that the recruitment of volunteers be handled by administrators, it is important that a staff member from the project speak directly with the teacher. Direct contact will help

to inform the teacher of the content and procedure of the field-test training session, to convey to him that the session will be directly aimed at his edification and will be geared toward his personal strengths and weaknesses, and to give the teacher a sense of personal responsibility for the material by suggesting that he will be contributing to its change and development.

During this contact, the possibility and content of the summer curriculum development session can be elaborated.

2. Too frequently during the field-testing experience, the staff member was unable to have sufficient time with the teacher to discuss the lesson. Conference time during the training period will be made available for reinforcing the positive aspects of the initial micro-teaching lessons and for allowing the teacher to express his impressions of the lesson as close to the teaching time as possible.

3. Many of the teachers showed a lack of confidence and knowledge in working with the curricula, especially in the senior and junior high school units. Teachers were unsure how to answer questions from students, what points of information to accept as valid, what to stress,

how to elaborate on an idea, give examples, provide analogies, set up the class for problem-solving or role-playing, lead discussions. A training period would work at correcting weaknesses in method and give teachers time to familiarize themselves with content. In most cases, teachers had not read the material more than a few days before they introduced it in the classroom. While this seems to be a common approach in regular teaching, "staying one day ahead of the class" is certainly not the way to give a teacher any security, nor to convince the students that the teacher is capable of teaching. The training period will allow teachers to explore the resources and potentials of the unit; to call on their personal experiences and individual strengths to augment instructions; to make appropriate amendments pointed toward making the curriculum tribal and student specific; and to more thoroughly understand the pedagogical principles on which the material is based.

4. The staff felt that most teachers, even when given time, did not read the manuals. The printed word is not an assured way of relaying the material. The

training program will provide workshops, demonstration periods, person-to-person communication so that at minimum teachers would be confronted with the information in the unit before attempting to teach the materials. Such familiarity would eliminate the teachers' feeling of being overwhelmed by the seeming complexity of the manual and make it more of a reference aid.

5. Classroom observation of some teachers during field-testing seemed to cause excessive consternation. The training period will help buffer this type of experience for the teacher.

6. Most of the teachers, even though encouraged to do otherwise, failed to adapt the material to the specific needs of the students of their classes. Instead of accommodating or changing the material so that it suited the size or temper of the class, they tended to follow rigidly the guidelines for content, even when cautioned against this. During the training session, the teacher will be trained in reacting spontaneously to the demands of the lesson. Different ways of dea. i .g with behavior problems, inattentive students, and slow learners will be demonstrated.

7. Several of the staff encountered hostile reactions to the Indian specific material when white students in a class constituted a majority. Anglo students did not feel that they should be learning material that was written to help Indian students. Several teachers dealt with this reaction by telling the students that they were to learn what was taught them, and the issue--or at least its overt manifestations--was quashed. It is suggested that whenever this reaction is encountered, teachers should know how to justify the material. The material has been written with white students in mind, even though much of it is Indian specific. And it is hoped that the units will work toward mutual understanding between the races so that where attitudes of scorn and distrust exist, they can be diminished.

8. A considerable portion of the curricula that has been written depends heavily on discussion skills, and it has been observed that the students, Indian or white, are not discussion-oriented. This problem can only be alleviated if teachers are better trained in initiating and leading discussion. Among the basic skills that will be emphasized in the training period is the technique of asking questions that encourage response

and establish dialogue between class members.

9. Much of the Project NECESSITIES material encourages students to express themselves freely and honestly, to discuss values, to question ideas; the format of many of the activities suggests that students form groups, have the liberty to move around the room, or rearrange the order of the desks. It was observed during field-testing that many teachers felt threatened by these deviations from established teaching patterns. They were uncomfortable when asked to alter the teaching style they have employed in their classes. A training model will acquaint teachers with a variety of methods of controlling a class that will allow individual expression.

10. The teachers need means of evaluating the progress of students, the adequacy of subject matter, and their own teaching ability. The training program will help them develop this "critical eye " and train them to recognize subject matter that is relevant to the lives of the students, instructional methods that are motivating, and content that makes sense to their students. Teachers can learn to distinguish active work from busy work, constructive activity from chaos. (This inability to be

objectively critical of the lesson reduced the validity of some of the weekly reports written by the field-test teachers.)

11. Since the NECESSITIES material is still in the process of field-testing, the staff has welcomed guidance toward revision from the teachers who have been working with the curricula. Many of the specific criticisms, however, have been superficial and weakly expressed in the field reports. The training program will encourage teachers working with the curricular material to criticize thoroughly and constructively and adapt material to the particular needs of specific schools. The latter revision must especially be stressed; at present, NECESSITIES curricula try to accommodate diverse school systems and tribes, and teachers need to know how to "plug-in" or change content that will make the material more meaningful to their own students.

12. It has been recognized that student participation in the classroom is limited. In some cases, Indian students do not contribute to classwork because of language disability. However, it must be realized that there are other factors that encourage the student to withdraw. Teachers do not insist that students contribute individually

to class discussion, and thus do not cultivate the means or mood for self-expression. Students are often allowed to answer en masse. Teachers are content with having the student answer in monosyllables. Students are not asked to clarify, support, or elaborate their answers. Teachers ask questions that elicit simple "yes" and "no" answers. Teachers ask questions and then answer them themselves. Teachers lecture the class, rather than allowing the students to discover and uncover information. Teachers do not really listen to the answers given by students and don't respond to what is actually happening in the classroom. Teachers do not encourage students to listen to, talk to, question, or criticize the comments by other students, so there is very little intra-class dialogue. As a result, students cannot respect the intelligence of their fellow students, gain little confidence in their own ability to express themselves meaningfully and persuasively, and do not develop the listening skills from which so much learning takes place.

The training program will work to dissuade teachers from the idea that "telling" information insures learning. Communication skills, discussion skills, and a sense of judgment all must be refined and coupled with

open-ended attitudes if learning is to take place. Training (through debate, panel discussions, group work) will stress that verbal communication is vital in the classroom, and that both teacher and student must be adequate receivers and senders of information.

13. There is a need for more active participation in the learning process. A teacher should work to "teach himself out of the room" to condition pupils to work independent of his supervision, with the initiative, skills, and resource knowledge to learn without a teacher standing in front of them feeding them information. Group activities, independent resource projects, and games will be suggested to teachers so that they can achieve this aim.

14. Teachers will be presented with the idea that a learning atmosphere can be "fun"--enjoyable as well as informative. Many of the activities in the summer session will stress motivational approaches to learning. Designing games, employing visual aids, utilizing "gimmicks" that will maintain the interest of the students will be part of the training program.

15. The training program will aim to make teachers aware

that teaching is more than conveying information. To create attitudes, judge and build values systems, control and shape behavior is equally a part of education. In planning daily lessons, in writing a curriculum, teachers will be guided to correlate their immediate goals in the classroom with the far-reaching effects of academic instruction--how the student will adjust to life outside of the school environment, how the student will relate to others, the student's self-image, how the student will later utilize what he has learned in the classroom.

16. The training program will particularly emphasize that teachers are able to change. Flexibility, adaptability, spontaneity are the key strengths of the effective teacher. The activities will confront teachers with new attitudes, new students, new types of curricula--and it is hoped that the challenge of being prepared for the unexpected will teach teachers to react with intelligent response to incidents in the classroom, to be receptive to changing times, to be tolerant of values different from their own.

17. New curricula are to provide the Indian student with learning experiences that are particularly meaningful,

given his life style. In keeping with this principle, teachers working with Indians and writing tribal specific material for them need be aware of and sympathetic toward the Indian's special needs. It is a purpose of the summer training program to provide activities that will enable visiting students to relate conditions of their life outside of school, their plans for the future, their experiences in education that have been particularly meaningful or otherwise so that teachers will be made aware of what the Indian sees as his problem areas, his needs, the skills that he has to offer, his sensitivities, his favored means of communication, his cultural propensities.

II. INTENSIVE TEACHER TRAINING WORKSHOP MODEL

A. June Training Session--Specific Objectives

The training program will follow the teaching of NECESSITIES units at field-test sites in order to provide continuity between what will take place in the training period and what has happened during the January-June field-testing in the schools. The session, expanded in size and duration from the original training model, will be based on the philosophical guidelines and the observable outcomes of the latter, but will enlarge the scope of its objectives. It is planned that the June program will include approximately

60 teachers who have worked with Project NECESSITIES curricula during the 1969-1970 school year. Administrators and teachers will be informed of the intention and activities of the training program by a brochure prepared by NECESSITIES personnel. It is hoped that administrators will nominate teachers to attend the program and that teachers will volunteer to participate.

The possibility is recognized, however, that teachers may want to attend the program for reasons other than sincere dedication to its work. Because of this consideration, the staff feels it necessary to have a screening process in order to ascertain which teachers are most capable of profiting from what the program will offer. Staff members will conduct personal interviews and, if possible, observe classes taught by these teachers. The staff will be eager to recruit people who are willing to be self-critical, flexible in terms of teaching style, receptive to discussions about value systems, and dedicated to recognizing the salvageable aspects of contemporary education and to changing the conditions that are anachronistic. The brochure will stress that the training program will emphasize the creation of curriculum that is tribal specific, and that teachers themselves will be given the responsibility of designing the curricula. Teachers will be informed that the training to write and to teach will not be regarded as a self-improvement course. Teachers will be

asked to share the ideas, skills, and materials that they create with teachers from other areas, in a joint effort to improve conditions in education. It will be made apparent that the June session will train a "staff" of teachers who will be called upon in the future to work with or contribute to the project activities in a continuing effort to develop new curricular structures, train more teachers, and raise educational standards.

The training program will acquaint the teachers with the objectives of Project NECESSITIES, immediate and long-range, and provide a period during which teachers can criticize, question, and discuss the objectives as they understand them. The staff is concerned that the people working with the project are in agreement about its basic principles. And it is only fitting that the people who will work with the staff and with the programs be thoroughly informed as to its direction. It was found during 1969 field-testing that teachers who had been "drafted" to work with the material, or who were not well-informed about the project, were seldom in agreement that what was suggested in the material could work or should work in the classroom. It is hoped that the teachers will begin the training with a positive attitude about the goals of the project. The initial orientation of the project, then, will be to analyze its rationale, understand its principles and agree to work toward its objectives.

It must be kept in mind that the material being developed is to be especially oriented to the world of the Indian youngster. However, most teachers of Indians are Anglo, and most teachers who will be developing curricula for Indians will be Anglo. Granted that many of these Anglo persons will have lived in Indian communities and will know much about Indian life, nevertheless, to insure that the material is well aimed at the interests of the Indian student, it is advisable that Indians--teachers, administrators, Tribal Council members, respected members of the community, or students themselves--work with the development. Realistically, it may be necessary to form a liaison team of Indians who will be employed by the NECESSITIES staff and who will travel to assist curricula developers in the geographical areas where they are needed.

1. Curricula Development, June Session

Much of the activity in June training will be devoted to writing new curricula. It is the opinion of the Project NECESSITIES staff, after field-testing the curricula designed in 1969 by the same staff, that there is resistance by local teachers to programs written by "outside experts." Furthermore, it is almost futile to attempt to design curricula that are meaningfully applicable to so complex a variety of schools and tribes. It is more reasonable

to train teachers with similar area needs and difficulties to develop curricula that will be specific and pertinent. It is hoped that the teachers who attend the summer workshops will agree upon areas which need development and will work together to devise a curricula that will be area-applicable. Furthermore, it will be possible for these teachers to continue development after they leave the summer program, either by themselves structuring core groups in the area to work at strengthening their present curricula or to branch out into new curricula designs; or by giving these teachers release time to attend conferences throughout the school year at a central site. Teachers who were trained during the summer can then work as "staff" to train other teachers in the writing and conception of new programs. A third possibility for continuing the development of curricula is to have a team of developers who travel to area sites to organize a curriculum staff in that area. Members of the project's team will have to acquaint themselves with the particular needs of the areas in which they will work so that they can be as helpful as possible in developing relevant materials. Administrators can be notified that there is a staff who will conduct an in-service development program, at any grade level or at several, and in any subject discipline or in several.

Possibly, then, a curriculum bank can be set-up at the Project

NECESSITIES office. All curricula developed in the area or at the Project NECESSITIES site itself will be reproduced and made available to other schools that request new material. The project staff will act as a clearing house, deciding what curricula will be most suitable for a particular area, in line with the request made by that school. Sending the material can also mean sending a staff member who has helped write the material, or at least has seen it working in the schools, to assist teachers who will be working with this curricula for the first time. Or teachers who have themselves been developing curricula in their own schools should be able to get release time to establish a core of developers in schools that request the material. Ultimately, then, curricula that is tribal specific, that is needed by the schools and developed upon request, that is developed according to the basic principles that Project NECESSITIES has outlined, that is written by teachers, that has been accepted locally be teachers, and that is taught by teachers to other teachers will be continually developed and utilized by the schools.

2. Curricula Revision, June Session

The June training session will also ask teachers to work with the curricula that has been written by the Project NECESSITIES staff and field-tested, September-December, 1969. Much of this

curricula needs to be made tribal specific, and the teachers can contribute information to accomplish this. They can also revise the curricula to accommodate the special problems of their classes: adapt it to slow learners, enlarge the activities to encompass aspects of the local environment, expand a single activity where students are recognizably weak, explore relevant areas into which to expand an activity, devise different teaching methods for the activity. The curricula as revised by the teachers will then be tested by the teachers in the fall.

3. Training Faculty Development, June Session

The teachers will also be instructed in how to teach the teachers who will be attending the August training period to effectively utilize and specifically adapt the curricula. It is hoped that the teachers in the June workshop will be the working "staff" in the August training period.

B. Schedule and Activities for Training, June Session

8:30 - 9:00 Explanation and/or criticism of lesson plan to be presented in class. Teacher is in a core group of eight.

9:15 - 11:15	Two classes are taught by teachers, observed, and taped by video-recorder.
11:30 - 12:00	Criticism of lesson by core group and staff worker.
1:30 - 3:30	Curriculum development period.
3:30 - 4:30	Planned activities--alternatives planned by staff
4:50	Plans for teaching lesson for following day.

C. Micro-teaching--The Morning Period

Teachers will be in groups of no more than eight people. For the micro-teaching activity they will work with NECESSITIES curricula revised by teachers during the original training program. All of the teachers in the group need not be of the same grade level or the same discipline, i. e., an English teacher from the junior high level may be working with a social studies teacher from senior high. The units are designed so that with adjustment, the content can incorporate cognitive skills that apply to several disciplines. The group will be confronted with the various units and will decide which one they will work with. The approach to the micro-teaching will again depend on the decision of the group. Alternative ways of teaching are provided:

One teacher can teach several modules consecutively;

one teacher can teach a single module, then pass on his duties to the next teacher;
modules can be taught out of order, and the teacher can use the module as a base activity for developing a lesson of his own.

Who will teach what and when will be decided upon in a group meeting at the end of each day. The first hour of every day will be used by the teachers who will be teaching the lesson to inform the group of the lesson plan, objectives (immediate and long-range), and procedure. At that time the group might make suggestions or ask questions. During the lesson, the teacher will be observed by the group. Teachers can be randomly taped and perhaps video-taped. At the critique, the group will discuss the success or failures of the period in terms of the guidelines for evaluation established by the group prior to the teaching periods. The group will be asked to consider the content of the lesson, the teacher's methods, student response. The teacher will be asked to criticize himself, and the staff member in the group will direct the teacher to objective vision. It is understood that critiques will most likely be difficult for the teacher, and it is expected that there may be some reluctance to participate in this activity, but it is felt that if the initial aim of the session is to identify the strong features of each individual's teaching style, a secondary aim can be approach to the features

that need improvement via criticism. All Project NECESSITIES staff members who will be responsible for one of the teaching groups will be briefed in structuring the critiques. It is expected that some of the group leaders will be the teachers who experienced a similar program in the earlier training model.

The final week of the training program will find the morning classes structured so that teachers who have written new curricula during the training period can train other teachers to use the unit. "Master teachers" will be guided by a staff member. These new units will be taught by these same teachers to the people who will attend the August training period. They will be persons who have had no previous exposure to Project NECESSITIES curricula.

D. Afternoon Activity

The classes in the afternoon will be mandatory for all teachers going through the training program. The purpose of the classes is to provide the opportunity for teachers to focus intensely on particular areas that will influence their effectiveness in the classroom. The classes will be led by other teachers, staff members from Project NECESSITIES, and students. The duration of each class can be decided when the class is

structured--it may last anywhere from two days to the entire four weeks. Teacher demand will determine the number of classes. The teachers will be presented with a whole range of choices, with the option to attend several during the four weeks. New classes can be created as interest in one or another is exhausted. The following types of classes are possibilities:

1. Demonstration teaching by a staff member or a teacher in a specific instructional method: role playing, Socratic, devil's advocate, game-organization skits, lecture, panel, and debate development.

2. Seminars, open discussions, or panel discussions between students and teachers in which students are given the opportunity to discuss such things as aspects of education which have benefited them positively; learning experiences that bear no relation to the life they have in the real world; suggestions for encouraging young people to continue education. This class is not to have the tone of a debate, but rather of honest idea-swapping.

3. Discussion among teachers from different school systems to compare and contrast experiences dealing with discipline problems, slow learners, English language handicaps, and whatever other problems they deem critical.

4. Most schools have available visual aid equipment, but to incorporate the aids as a teaching device means more than learning how to operate the machines smoothly. There will be a class wherein visual aids are worked into the classroom activity to reinforce learning, and experiments such as comparison lessons, with and without the visual aid, to determine whether its advantages are being fully realized by the techniques of its use.

5. In addition to the curriculum-writing classes described in the beginning of this report, there will be a class wherein students and teachers are working together to design curricula. This can be an especially valuable experience for a student, since it demands that one choose a field of knowledge to investigate, develop the method for exploration and analysis, and seek ways to communicate the information to the learner--skills of cognition and communication that are needed whatever the activity. This kind of activity would necessitate that student and teacher establish a rapport that cannot help but better student-teacher understanding.

6. A class will be conducted in reinforcement of positive learning, types of punishment that shape behavior--the psychology of establishing trust and respect.

7. Instead of printing a list of books, films, trip sites, and other educational resources to go unconsulted and--frequently-- discarded, a class will be conducted that brings resource materials to the teacher. A temporary library of books that are especially pertinent for teachers in discussing the issues that are being worked at in the training classes; a film preview room with a stock of exceptional films associated with Project NECESSITIES curricula; a staff member to instruct in how to relate films to lessons that seem otherwise unrelated, and how to evaluate films for content and applicability--all will be supplied.

8. Classes will be conducted by students to demonstrate artistic skills--arts and crafts, music, dances, painting--to help teachers to understand the culture of the Indian.

All these classes will be structured so that there is maximum teacher participation.

E. Evaluation

The Project NECESSITIES staff is reluctant to conduct evaluation, whether it be staff judging teachers or teachers judging

the program by written evaluation forms. This was the device used to comment on the 1969 field-testing program, and it was found that responses provided by teachers on the questionnaires were barely valid. More often, answers were inconsistent, contradictory, and poorly expressed. Evaluations for the training programs will be of a "talk period" nature. At the end of the program teachers will be arbitrarily divided into small groups led by staff members. Staff members will have guidelines along which to direct comments so that information that is valuable to the revision of the program will be evoked, but teachers will not be confronted with specific questions. They will be free to express their criticism, positive and negative, and offer suggestions. The talk period will be taped and conclusions about the program can be deduced from these dialogues.

The evaluation of teachers will be through staff observation of behavioral change. Each teacher, at the beginning of the training session, will be assigned to a staff member and advised that periodic interviews (to be arranged between staff member and teacher) are to be held for the purpose of exchanging the teacher's impression of the on-going program and the staff member's impressions of and guidance for the teacher. As the program progresses, the staff member can, through the personal discussion periods and observation in the micro-teaching groups,

identify two or three teaching strengths and weaknesses which the teacher can work to improve or modify. The staff member's observation of the teacher's behavior in respect to these strong or weak points will be recorded, and a transactional analysis--a charting of specific incidents that develop or retard these behavior patterns--will be developed.

Section C: Appendix

TABLE OF CONTENTS

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Former Steering Committee Members

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Mr. Robert Chisholm
Dr. LeRoy Conde
Dr. Earl Harmer
Mr. Robert L. Henion
Mr. Gerald Ivey
Mr. Thomas Jennings
Mrs. Rick (Elizabeth) Raphael
Dr. Harry Wolcott

Consultants to the Steering Committee (1968)

Mr. Louis Ballard
Mr. Leonard Bearking
Father Joe Brown
Dr. Roger Buffalohead
Mr. Rupert Costo
Dr. Edward Dozier
Mrs. Ramona Koomsa
Mrs. Stella Lee
Mr. Reaves Nahwooksy
Mrs. Margaret Valerian
Miss Wilma Victor

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D. C. 20242

June 17, 1968

Memorandum

To: All Members of Steering Committee
Bureau of Indian Affairs Social Science Project

From: Max F. Harriger
Chairman, Steering Committee

Subject: Indian Education Social Science Steering Committee
Minutes: June 3 - 7, 1968

Enclosed are the tentative minutes from the Salt Lake City meeting. While it is not a verbatim account, it is an attempt to gather and summarize the decisions that were made by the Committee at that meeting. Your copy should be reviewed and brought along to the next meeting where refinements can be made if deemed desirable.

It should be noted that these minutes are labelled "tentative" and they should be treated with caution. They should not be circulated beyond the Steering Committee Members. With this in mind, it should also be mentioned that there were several basic assumptions about Indian and Alaskan Native children which were not contained in these minutes. This content of the overall planning work should be forthcoming from future meetings.

Your efforts during the week of June 3 were fruitful beyond the ordinary and it is with anticipation that we are looking forward to future meeting.

Thanks ever so much for your interest and contributions thus far.

Max F. Harriger
Chairman, Steering Committee

Enclosures

MINUTES OF FIRST MEETING NOT FOR
GENERAL CIRCULATION AT THIS TIME

Bureau of Indian Affairs Social Science Project

First Meeting: Steering Committee
Hotel Utah
Salt Lake City, Utah
June 3 - 7, 1968

The following members of the committee were in attendance during the week:

Mr. Lou Baca
Dr. John Bryde
Mr. Robert Chisholm
Dr. LeRoy Conde
Dr. Shirley Engle
Dr. Earl Harmer
Mr. Max F. Harriger, Chairman
Mr. Robert L. Henion
Hon. William Hensley
Mr. James M. Horton
Mrs. David (Beverly) Horttor
Mr. Tom Jennings
Mrs. Rick (Elizabeth) Raphael, Administrative Assistant to Committee
Hon. Benjamin Reifel
Mr. Alvin Warren
Dr. David Warren
Dr. Harry Wolcott
Mr. James G. Womack

Also present: Mr. Tom R. Hopkins, Chief, Branch of Curriculum Development and Program Review, Bureau of Indian Affairs, and Dr. George Stoumbis, Project Director for the University of Utah.

A statement of purpose was accepted by the committee as follows:

> The purpose of the curriculum shall be the cultivation of higher mental processes such as logic, scientific method, and inquiry through the identification, examination and solution of common social problems and issues; the examination of cultural heritage and dynamics, with foundation in the structure of knowledge.

This statement was adopted as a working hypothesis with the understanding that changes would be appropriate upon the consensus of the committee.

A subcommittee concerned with the organization of the curriculum presented the following proposal which was accepted as a working basis for structure.

The curriculum shall concern itself with the following four concerns:

Concepts	Methodology
(1) Who am I (we)? From whence (time/place) did I (we) come? Where am I (we) going (including speculation on future)? How do I (we) relate to all other men?	historical and chronological. Will require rewriting of "history" on a more selected "depth" basis.
(2) How am I (we, they) organized to live together with respect to: (a) using the natural environment (b) earning and developing a living (c) living in groups (d) establishing individuality (e) governing (f) creative activity	analytical; comparative
(3) What do I (we, they) see as valuable, desirable, beautiful?	analytical; comparative; valuing (feeling/emoting)
(4) What problems do I (we, they) face, and what are viable or possible solutions to these problems?	analytical; comparative; problem approach

This organization was based on the following assumptions:

(1) The goal is to develop in the student the power (knowledge and intellectual tools) required to be able to make viable decisions for himself about individual and group goals and the means appropriate to their accomplishment.

(2) While inquiry skills constitute a necessary part of this power, structured knowledge about human society is also a necessary ingredient of intellectual power.

(3) The social studies have not one but several structural patterns (as indicated); each is essential to intellectual power.

(4) Each of these approaches to structure can be learned in some form and to some extent at each grade level.

(5) The opportunity to engage in inquiry increases the efficiency of structure learning since structure of experiences already in mind of student affords framework for new learning.

(6) Comparative studies afford an effective technique for launching inquiry.

The subcommittee on curriculum design also proposed the following criteria which were adopted as working criteria essential for the development of the project:

(1) The curriculum should be selective rather than to attempt coverage and specific in purpose at each point in the program. It should abandon the attempt to cover and remember everything. It should provide instead for study in more depth of a carefully selected number of topics.

(2) The curriculum should provide a wealth of resource materials, case studies, etc., of a variety of kinds (quantative data, pictures, material objects, tapes, recordings, narrative materials, editorials, etc.) to make possible the inquiry approaches to learning.

(3) The curriculum should provide for the use of resource materials (such as the above) in such a way as to call into play responses of a higher mental order (generalization, hypothesizing, comparing, synthesizing) rather than responses of a lower mental order such as identifying and recall. (See Bloom's Taxonomy Scale of Cognitive Learning.)

(4) The curriculum should provide a variety of opportunities for children to get involved including nonverbal as well as verbal responses; for example, cartooning, role-playing, simulation, etc.

(5) Content at each level should be paced to the experience of children in the sense that they have had some initial experience with the content and can see its relevance to them.

(6) The curriculum throughout should be related to the real concerns of people.

(7) The curriculum should be balanced and interdisciplinary in the sense that it calls upon the resources of all the social sciences in the treatment of any topic and also in the sense that balanced exposure is given to the variety of approaches to knowledge represented by the social sciences; for example, historical, behavorial, analytical and valuing, etc.

(8) The curriculum should provide frequent opportunity for a comparative approach with respect to such matters as time to time, place to place, place to time, contrasting cultures, contrasting values, etc.

(9) The curriculum should provide frequent opportunities for unstructured, open-ended inquiry into the questions children may raise. Open and free dialogue on such questions should not only be tolerated but encouraged.

(10) The curriculum should provide for the study of highly controversial issues with no limitations on the dialogue accompanying such studies.

(11) The curriculum should treat the contemporary and future scene the past should provide.

(12) The curriculum should be devised with the 1980's rather than the 1960's in mind.

(13) The curriculum should provide materials appropriate for such things as independent study and team teaching.

(14) The curriculum should provide the opportunity for "activist" involvement in political affairs.

Membership of subcommittee on curriculum design:

Dr. Shirley Engle, Chairman	Mr. James M. Horton
Mr. James G. Womack	Mr. Robert L. Henion
Dr. Earl Harmer	Mr. Alvin Warren

A second subcommittee was concerned with the social needs of students that shall be considered in the proposed curriculum.

The following concerns were identified in a preliminary presentation and were accepted as a base from which to expand.

(1) The curriculum shall be concerned with the student's culture's acceptance of knowledge and how the student's culture perceives acquisition of knowledge, e.g., experience and old age vs book learning.

(2) The curriculum shall be concerned with how the student perceives knowledge in relation to education, and the priority either may have in his culture.

(3) The curriculum shall be concerned with the student's self-image when he is a part of a foreign, dominate culture.

(4) The curriculum shall be concerned with the student's feelings of response or reaction to concepts in a multi-tribal intra-relationship.

(5) The curriculum shall be concerned with developing student awareness that his concept of himself is not unlike that of an outsider. By this is meant the "universals" that would aid in the comparisons of group cultures and individuals' convergence.

(6) The curriculum shall be concerned with the resolution of cultural conflict.

(7) The curriculum shall give an analytical look at prejudice, the positive as well as negative aspects.

(8) The curriculum shall be concerned with verbal communication of social studies as it relates to student interpretation and expression.

(9) The curriculum shall be concerned with the student's ability to articulate and its effects on self-image.

(10) The curriculum shall provide a climate wherein a student can build successes.

(11) The curriculum shall concern itself with the teacher's consideration for:

(a) understanding values of his own (if different) culture;
(b) his action toward his own investigation of student culture;
(c) trying to understand how the student perceives the values of his own culture.

(12) The curriculum shall concern itself with the teacher's own reconciliation of the fact that there are differences and that the teacher may not be able to tolerate difference.

The final presentation to the whole committee took a different format. In a series of questions, the subcommittee posed the following three problems:

(1) Does the teacher know his culture?

Specifically:

(a) How is the problem of differences handled in his own culture?
(b) How does he come to hold his views about other people? e.g., prejudice.
(c) What are the roles and role conflicts he experiences in his own culture?

(2) Can the teacher learn about and analyze the student's culture?

Specifically:

(a) How are rewards given to these children?
(b) What does teacher reward mean to the student?
(c) Under what conditions do children talk?
(d) Who is a wise person?
(e) How does a person become wise?
(f) What are the roles and conflicts that the student experiences in his own culture?

(3) Can the teacher do anything to capitalize on the similarities and remain sensitive to the differences between student's and teacher's cultures?

Specifically:

(a) Can he live with differences?
(b) Can he find appropriate ways to reward students?
(c) Can the teacher provide nonverbal modes for presenting and analyzing data?
(d) Can the teacher relate his "knowledge" to the culture's concept of wisdom?
(e) Can the teacher help the pupils acquire insights into the universal and specific natures of role conflict?

It was suggested that the organizational pattern of this material might be reversed, and that the concepts of social concerns be made paramount: e.g. - Rewards - manner of:

(a) in teacher's culture;
(b) in student's culture - similarities/differences
(c) resolution

It was suggested also that this model could be used for the other needs identified, e.g., acquisition of knowledge, prejudice, punishment, conflict, wisdom, etc.

Action was deferred until the second meeting of the steering committee, at which time all members would have had the opportunity to review the minutes.

Members of the subcommittee on student concerns:

Dr. Harry Wolcott	Dr. John Bryde
Mrs. David (Beverly) Horttor	Mr. Lou Baca
Mr. Tom Jennings	Hon. William Hensley

No date was set for the second meeting of the steering committee. The group will be polled to determine most acceptable date.

A suggested title for the project is:

(1) BIA Project NECESSITIES - standing for National Education Committee for Effective Social Science Instruction and Teaching of Indian and Eskimo Students

(2) American Indian and Alaskan Native Social Science Education Committee

(3) The Social Sciences and the Social Studies for American Indian and Alaskan Natives

All other suggestions cheerfully solicited.

Mrs. Rick (Elizabeth L.) Raphael
Administrative Assistant
to the Committee

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D. C. 20242

July 19, 1968

Memorandum

To: All Members of Steering Committee, Project Necessities
Bureau of Indian Affairs Social Science Project

From: Max F. Harriger
Chairman, Steering Committee

Subject: Project Necessities, Steering Committee Minutes -
July 13, 14, 1968 - Denver, Colorado

Enclosed are the tentative minutes of the Denver meeting for your review and comments. Please bring with you to the Santa Fe meeting any revisions you may have. If you prefer, you may send comments directly to this office for incorporation into an addendum. We would like to make the minutes as accurate and complete a record of our deliberations as possible.

The amount and caliber of work accomplished in Denver was truly remarkable. We are looking forward to another productive meeting in August.

Thank you again for your continued enthusiasm, interest and contributions.

Max F. Harriger
Chairman, Steering Committee

Enclosures

Bureau of Indian Affairs Social Science Project

Second Meeting: Steering Committee
Project Necessities
Denver Hilton Hotel
Denver, Colorado
July 13 - 14, 1968

The following members attended:

Mr. Lou Baca	Mrs. David (Beverly) Horttor
Dr. John Bryde	Mr. Tom Jennings
Dr. LeRoy Condie	Mrs. Rick (Elizabeth) Raphael
Dr. Earl Harmer	Hon. Benjamin Reifel
Mr. Max F. Harriger	Mr. Alvin Warren
Mr. Robert Henion	Mr. David Warren
Mr. James Horton	Dr. Harry Wolcott
	Mr. James Womack

Also present were Dr. George Stoumbis, Project Director for the University of Utah, and Miss Margaret Valerian, an Australian aborigine attending a workshop at Boulder, Colorado.

There will be two parts; the first will contain the "business" or administrative details, the second will attempt to describe the major areas of discussion. There will be no attempt to utilize a purely chronological order.

Part I

(A) The committee unanimously accepted a proposal to delete the statement of purpose found on page 1 of the minutes of the first meeting and substitute the assumptions on page 2 in its place. The rationale was that since the assumptions expanded and clarified the statement of purpose, both were not necessary.

(B) It was suggested that number 11 of the criteria on page 4 of the minutes was unclear. A suggested revision is: The curriculum should treat the contemporary and future scene as well as the past.

(C) The committee adopted, with one dissenting vote, the title - Project Necessities as the formal title of the project, to stand for the National Education Committee for Effective Social Science Instruction and Teaching of Indian and Eskimo Students.

(D) The committee authorized David Warren to approach Dr. Edward Dozier, an anthropologist, to speak at the next meeting concerning patterns of culture and cultural dynamics of Indian groups. Further specific instructions for Dr. Dozier are discussed in Part II - (D) of these minutes.

(E) The committee instructed Mr. Womack to present to the members a unit of study with his rationale prior to the next meeting. The unit will be discussed, critiqued and analyzed with a view toward testing the theories proposed by Mr. Womack. (Additional information will be found in Part II - (B) of these minutes.)

(F) After review of a proposition by Lou Baca and David Warren, it was decided that the next meeting will be held in Santa Fe, New Mexico from August 16 to August 20 at the Inn of the Governors. Transportation from Albuquerque to Santa Fe will be arranged if members will provide Mr. Baca with their times of arrival at the Albuquerque Airport as soon as possible. Air transportation from Albuquerque to Santa Fe is also available.

Part II

(A) Special needs of Indian and Eskimo Children.

(B) Techniques of building the format for the organization or structure of the curriculum.

(C) Instructions and questions for Dr. Dozier.

(D) Identification of concepts especially pertinent in the education of Indian and Eskimo Children.

(A) SPECIAL NEEDS OF INDIAN AND ESKIMO CHILDREN:

A question was raised concerning the role of the "Calvinist ethos" of work, time, saving and future orientation in the development of the basic philosophy developed by the committee.

The concern was whether this ethos, implied in the four basic statements of structure, (page 2, minutes of first meeting) needed

to be specifically mentioned in these statements, or whether there was another place for the delineation of the concepts of time, work and saving.

The resultant discussion brought out the following positions of committee members:

(1) The need to develop an awareness of the concepts of time, work, saving and future orientation as essential to success in our capitalistic society is apparent and needs to have specific emphasis in our curriculum.

(2) The basic outline, the four concerns outlined in page 2 of the minutes of the first meeting (hereafter called four basic concerns) should be as universal as possible and should not be limited by specific directions; that the specificity be provided in a parallel but equally significant statement of the specific needs of Indian and Eskimo Children.

(3) The committee must be aware of the possible danger of establishing a curriculum that would indoctrinate rather than inform; that the stated purpose of the curriculum to be developed is a forum for inquiry.

(4) The significant and paramount need to design the curriculum to meet the specific needs of Indian children can best be met by an interpretation of the four basic concerns in view of the needs of Indian children.

(5) The writing committee will receive specific instructions concerning major factors to be considered essential; these should be highlighted in some fashion; and that the steering committee will exercise supervisory control and evaluation of all units developed.

A specific proposal was presented by Alvin Warren as follows:

> The four basic concerns are groundwork, controls for much work to follow. They are a shadowline structure, not firm or cemented. The implications are there, but the deeply-rooted concerns of committee members must be zoned out, highlighted for the writing committee. The steering committee will have a careful look at the units developed to assure the emphasis and priority of all essential and unique requirements of the curriculum. This proposal was accepted unanimously.

A subcommittee was appointed to identify the specific needs of Indian children. The committee included Congressman Reifel, Mr. Alvin Warren, Mr. David Warren, Dr. John Bryde, Mr. Robert Henion, Dr. George Stoumbis, and Dr. LeRoy Condie.

The needs identified were:

(1) To understand man, what he is, the nature of mankind, before attempting an understanding of culture.

(2) To understand culture in an historical context:

   (a) practical tool values - what elements have "down to earth"; useable values;
   (b) master concepts;
   (c) survival elements;
   (d) personality development.

(3) To recognize the need to establish the validity of one's own culture; that cultures are viable, that this viability has to be evaluated in a rational rather than emotional sense.

(4) To recognize that special recognition of student's educational achievements may come into conflict with parental and tribal mores. How can this conflict be resolved? Can we assist in the reconciliation?

(5) To recognize that a pluralistic society is a healthy society.

(6) To recognize the role of the nativistic movement as a phenomena whether individual or collective; a seeking of cultural identity.

(7) To understand the need for self-fulfillment, acceptance by others.

(8) To understand the need to develop the ability to express his values in the modern world.

(9) To understand consciously his own Indian culture.

(10) To understand the dominant, non-Indian culture.

(11) To understand how to resolve conflicts between Indian and non-Indian culture.

(12) To understand how to function happily and contribute socially with prideful racial identity in a pluralistic society.

(13) To develop a prideful racial identity, not as an end in itself, but as means for motivation to self-fulfillment and social contribution in a pluralistic society.

(14) To recognize the need to use his own cultural values as motivation for self-fulfillment.

(15) To understand that cultures are not static but always changing and developing new expressions of their values; that Indian culture is also not static but is changing, yet retaining its Indianness.

(16) To develop a general Indian history as well as specific tribal history (if a definite need is evidenced) to develop a prideful awareness of historical past.

(17) To recognize cultural heroes as great men, not just as great Indians.

(18) Teachers who understand the Indian culture as well as the dominant non-Indian culture.

(19) To understand the need for functional awareness of time, work, saving and future orientation in the modern world.

(20) To recognize Indian cultural contributions to the dominant culture.

(21) To understand self-discipline as the non-Indian world understands it.

(22) To understand the Indian concept of sharing and how it conflicts with the non-Indian world.

B. TECHNIQUES OF BUILDING THE FORMAT FOR THE ORGANIZATION OR STRUCTURE OF THE CURRICULUM:

The suggestion was made that the work accomplished in the first meeting as reported in the minutes, lacked direction, cohesion and focus.

Mr. Womack found four major areas that had been identified and proposed the following outlines:

I. Content that will be taught (four basic concerns)

(a) We should develop criteria governing content and placement;
(b) We should develop rules to determine when (and if) content should be taught;
(c) We should determine if content is always to be presented in the same organizational approach: e.g.
    (1) content as the vehicle and methodology the goal;
    (2) use of different kinds of methodology.

II. Methodology

(a) What ways of teaching can we agree on as improvements over what we now have?
(b) How can we direct the writers to utilize the preferred methodology?

III. Special needs of Indian Children

(a) These needs may be interpretations of cultural needs common to all men.

IV. Major patterns of culture of Indian Groups

(a) There is a need for identification of these major patterns.
(b) We need to evaluate similarities and differences between Indian and non-Indian culture.
(c) What importance has this information in the selection of content for social science?

The committee directed Mr. Womack to present a model unit, with his rationale for the development of this unit for the next meeting. This unit will be distributed to the members enough in advance to allow careful study since Mr. Womack will not accept critiques of the material unless an alternative is proposed.

A subcommittee of Dr. Engle, Dr. Harmer, and Mr. Womack was appointed to consider a basic format for the final materials to be presented to the writing committee, as well as a proposed format for the curriculum.

The proposed format would:

(1) Include a scope of sequence K-12 that would be an outline or flow of content, prepared by the steering committee;
(2) Be broken down by units for each grade level;
(3) Be principally for the use of teachers and;
(4) Be constantly aware of the needs of Indian children and major culture patterns as identified by the steering committee.

The format proposed would be a parallel structure:

SCOPE AND SEQUENCE	ENUMERATED RESOURCES FOR STUDENTS AND TEACHERS	DETAILED SUGGESTIONS FOR METHODOLOGY THAT WOULD SEEM TO BEST TIE TOGETHER CONTENT AND RESOURCES
	NARRATIVES, CASE STUDY MATERIALS, ARTIFACTS, AUDIO-VISUAL AIDS, ETC. AVAILABLE TO EACH TEACHER	ANALYSIS, COMPARISON, INQUIRY, PROBLEM SOLVING, CASE STUDY, ETC.

Two points were emphasized:

(1) There should be an insertion of specific statement of justification for teaching any given unit, following content identification. This would present a viewpoint or perspective of the unit.
(2) There should be criteria for placement of content at each grade level by segments: e.g. K-3, 4-6, 7-9, 10-12.

C. INSTRUCTIONS AND QUESTIONS FOR DR. EDWARD DOZIER:

During a discussion of the need to develop individual or localized methods of instruction, it was suggested that teachers might need to devise techniques of analysis of the culture as perceived by the student. This would probably require some modification of traditional methods of learning.

David Warren suggested that a major work in the area of culture analysis was The Rio Grade Pueblos, in Perspectives on American Indian Acculturation by Dr. Edward Dozier. Mr. Warren asked permission to approach Dr. Dozier on this problem, and to ask him to speak to the committee at the next meeting concerning culture patterns and dynamics. This permission was granted.

The experience of Isleta Pueblo, in existence since the 1500's and about to become a precinct of the city of Albuquerque was cited. Dr. Dozier will be able to give insight into how this transition has affected the people of Isleta.

It was proposed that the committee provide Dr. Dozier with a statement of concern, or specific questions, or both, to which he might address himself.

The following questions were proposed during the course of the meeting:

(1) Are there questions that could be asked by teachers of themselves, no matter where or which tribes they might be teaching, that would develop for the teacher a body of knowledge providing valid insights into the cultures of their students?

(2) Is there a minimum body of cultural content necessary in order to develop a valid curriculum (in contrast to a maximum body of cultural content)?

(3) What are the unique ways of living in Indian cultures that may be relevant in curriculum development?

(4) What are major areas in Indian culture (taboos) to be avoided? Are there other areas that may not be appropriate for discussion in the classroom?

(5) How can the unique ways of life be identified? Is it possible to measure the progress of students from their cultural base? e.g. - If a student is far enough removed from traditional culture, might Indian religious beliefs be discussed?

(6) What are the major traditional ways of living in Indian cultures?

(7) What are the major traditional ways of living that should be preserved and maintained?

It was also suggested that Dr. Dozier's presentation take into consideration these questions in relation to the cultural (Social Science) concepts identified by the subcommittee chaired by Dr. Wolcott.

D. IDENTIFICATION OF CONCEPTS ESPECIALLY PERTINENT IN THE EDUCATION OF INDIAN AND ESKIMO CHILDREN:

The committee discussed the need for teachers to experience some changes in behavior and attitude, particularly as related to the culture of the students. It was suggested that the subcommittee that originally considered concepts that have a special significance to a curriculum for Indian students. This subcommittee included:

Dr. Wolcott	Mr. Horton	Mr. Jennings
Mrs. Horttor	Mr. Baca	

The concepts identified and concerns of the subcommittee were as follows:

Concepts	Teacher Culture	Student Culture	Comparison	Analysis of Potential Conflicts
Wisdom	(a) who is a wise person?	(a) who is a wise person?	(a) how are they alike? (b) how do they differ?	(a) significance for student and teacher?
Punishment of Children	(a) who decides? (b) how was I punished? (c) for what things?	(a) who decides? (c) for what things?	(a) how are the methods/purpose alike? (b) how do they differ?	(a) which modes are appropriate in what settings? (b) how does punishment create stress?

Concepts	Teacher Culture	Student Culture	Comparison	Analysis of Potential Conflicts
(Con't) Punishment	(d) how do I punish?			
	(e) which methods are more serious?	(e) which methods are more serious?		
	(f) what is the purpose?	(f) what is the purpose?		

Other concepts identified:

rewards	prejudice toward other groups	group leadership
fun	acquisition of knowledge	division of labor
time	acquisition of wealth	wealth
affection	conformity	good person
healing	natural environment	sharing
nourishment	discipline	social control

The following concepts were identified as being less appropriate for classroom discussion; or at least as areas of significant sensitivity:

religion	superstition
supernatural	creation

It was suggested that these concepts might be a springboard for Dr. Dozier's presentation to the group.

Mrs. Rick (Elizabeth L.) Raphael
Administrative Assistant
to the Committee

Project Necessities: Steering Committee meeting, Friday morning August 16, 1968 Capitol Building, State of New Mexico Santa Fe

SUMMARY OF DISCUSSION BASED ON PAPER PRESENTED BY DR. EDWARD DOZIER.

Background of Dr. Dozier (from introduction by David Warren). Dr. Dozier is a Pueblo Indian from the Santa Clara Pueblo. He is a professor of linguistics and anthropology with special interest in ethnohistory and social anthropology at the University of Arizona.

Members present:

Mr. Lou Baca	Mr. Max Harriger
Dr. John Bryde	Mr. Robert Henion
Dr. LeRoy Condie	Mr. William Hensley
Dr. Shirley Engle	Mr. James Horton
Dr. Earl Harmer	Mrs. David Horttor
Hon. Benjamin Reifel	Mr. Alvin Warren
Mr. David Warren	Dr. Harry Wolcott
Mr. James Womack	

Questions and Responses (in summary and paraphrased)

Responses not otherwise attributed are those of Dr. Dozier

1. Is there a need to build a social science curriculum for BIA schools that will be unique, distinctive and particular, oriented to a specific point of view; or can a general curriculum with the point of view common in American public schools suffice? (Dr. Harmer)

There are some ways in which the Indian is unique.

a. unique historical experience in terms of Indian-white (non-Indian) contact.

b. the socio-cultural level of the Indian was not applicable to other minority groups e.g.

1. no written language
2. no literate tradition
3. contact with dominant culture took different form.

c. the role of the government agency to the Indian is unique and of special significance.

d. specific additional problems:

1. not really tribal - rather separate and individual groups - might be single communities or groups of communities.

The uniqueness should be taken into consideration.

- # -

2. Has the Bureau had a special approach to social studies? (Mr. Hensley)

Dr. Dozier was not prepared to answer this question as such; comments were:

The Bureau has generally followed the program of the individual states, and reflects the general educational pattern of the nation. (Mr. Reifel)

There are as many different programs as there are schools and teachers. There is no understanding of overall purpose, no continuity. (Mr. A. Warren)

Past government policy was that the best way to assimilate the Indian was to wean him away from his culture. Discarded as ineffective.

- # -

3. Should a social studies program for Indian students today reinforce their culture (and language) or should the curriculum try to change it (them)? (Dr. Engle)

We can't reinforce culture because we don't know enough about it. We can respect culture, not try to do away with it. Cultures change, and Indian cultures are changing today. Indian people will give this change its own pace. They will reinforce and support their culture. If we try to interfere with culture/ language we are interfering with adjustment.

(Associated and supportive responses)

(Reference to Dr. Bowden of U. S. C.): Unless anthropology is useable in everyday life, it is missing half of its reason for existing.

Constructive cultural change cannot be forced, legislated or bought. It results from being exposed to normal impacts of the real world around us, the "in-group". And they themselves through the process of selection, retention and rejection, will decide what they're going to do about themselves.

If we say we should devise a curriculum deliberately to change the culture, we're fighting something beyond the power of man. Our responsibility is to start out with respect for all cultures. (Mr. A. Warren)

- # -

4. Are there ways in which schools hurt Indian kids? (Dr. Wolcott)

Individual teachers do, not schools (or Bureau policy). Policy for the past 20-30 years has been to respect children and culture.

- # -

5. Are there many or few teachers who harm kids? (Dr. Bryde)

Many. They are convinced that their dominant culture is the better way of life and tend to teach it.

Indian teachers themselves are often guilty of violating this principle. (Respect for culture) (Mr. Reifel)

- # -

6. Should the structure of the social science curriculum attempt to reestablish, reinforce, support change from one culture to another through the use of cultural content? (Dr. Harmer)

We try to encourage the preparation of materials based on history and culture. A curriculum diametrically opposed to Indian values will meet with some resistance; a sense that a curriculum directed toward values not shared would be resisted.

There is no need to develop an either/or curriculum - both cultures should be taught to provide comparisons and alternatives.

- # -

Associated responses

Dominant culture should be taught as a matter of survival in dominant society. The phenomena of time, accumulation of wealth,

enterprise are essential. Acceptance of these phenomena may destroy some parts of Indian culture. Should these phenomena be reinforced? (Mr. Reifel)

The objection would be making them primary or exclusive, negating or eliminating Indian values. The end result of providing alternatives would be some kind of meshing of the two. Our responsibility is to introduce the cultures with careful preliminary instruction and demonstration. There is a real need to recognize social factors involved. There must be a careful analysis of the dominant American culture also, to make the teacher aware of what his culture is. It is essential that culture introduced and taught not be emotionally loaded. Negative reaction results from dogmatism (this is the way); when provided with alternatives, chances are adjustment will occur. (Dr. Dozier)

- # -

7. Shouldn't some of the content have emotional overtones? (Dr. Harmer)

The impact must be real.

Associated responses:

Indian students must be exposed to the real world, not protected from it.(Mr. A. Warren)

Many teachers gauge the amount of success they have had by the amount of change observed as far as acceptance of values by students. Rejections may be just as valid as acceptance. (Mr. D. Warren)

- # -

8. What should be done about involving parents in the same assimilation process? (Mr. Reifel)

Teachers have always had this role. They should continue to relate to the parents of their students. The program should be integrated with community workers and must involve parents.

- # -

9. At what point does one really become aware of cultural pride? (Mr. Reifel)

/This question related to a previous discussion of the need for cultural identity and how this need was to be met. The Rough Rock project was suggested as a way that this was being done. It was observed that stimulating an interest in arts and crafts (rugweaving, silver smithing) might be useful as means to valid educational objectives, but that as needs in themselves, their value would be limited. Mr. Harriger questioned the value of the Rough Rock materials as a total program if they are being considered complete as they now stand./

Remarks have implied that where school functions end, vocational functions begin. They have made a beginning, but this does not end the obligation of the school. There is a pragmatic need to explain the intrinsic values placed by other cultures on things Indian. The objectives of crafts such as rugweaving need to be not ends in themselves, but means to ends. (Mr. D. Warren)

- # -

10. Is it possible to teach skills so that students can then evaluate different cultures on their own; skills of evaluation that would enable students to better understand themselves and analysis of cultures as a skill that would assist in assimilation? (Mr. Horton)

This is the essence of anthropology; a kind of cultural relativism that should be incorporated into the classroom.

Associated responses:

We can't teach skills without content; we can't make analysis/comparisons without two things. We need to begin with the young child with materials to compare and contract. If this skill is delayed until secondary school, the child's intellectual development will probably be retarded and he'll never make it. (Dr. Engle)

We need to have materials familiar to the child, to which he can identify. He needs to know both his own environment and others. (Dr. Dozier)

Must react to the feeling that the teacher is powerful enough to make the change. The emphasis needs to be with young children. (Mrs. Horttor)

- # -

11. What should be the attitude and responsibility of this committee when we can validly determine that a concept or practice is injurious to a specific Indian group? (Mr. Womack)

We are probably not able to determine what is injurious. Taking into account attitudes and practices there may be an obligation to stimulate change. This must be done with proper instructions, understanding and preparation/example given of Navajo stock reduction program/.

Associated responses:

The purpose of retention of culture should be to develop a better human being. Culture can't be taught in isolation, alternatives must be provided. (Mr. Hensley)

Compulsion seems to be the hang-up. Compulsory education in the United States actually wasn't. The immigrant parent wanted his child changed. We're witnessing the breakdown of compulsory education. We have dropouts both in and out of school. White middle-class teachers don't understand and respect the culture of lower-class children. We are not arguing about what is to be done but how to do it. (Dr. Engle)

The dominant culture has often steamrollered over minority cultures. This results in the feeling that "maybe my culture doesn't amount to much". Dr. Bryde's study shows that the Indian adolescent now isn't pleased with himself. Pride in our own culture is essential (Dr. Dozier)

- # -

12. It has been stated that it is essential that teachers must respect Indian children / culture / as individuals. Won't this

involve retraining vast numbers of teachers? (Dr. Bryde)

Yes, but this can be done through inservice training and orientation programs, given enough time.

- # -

13. What benefit would there be in introducing native languages into school systems? (Mr. Reifel, associated question asked by Mr. Hensley)

Indian language should be taught in schools. Language can become an instrument of pride. Teaching small children in the vernacular is a better way to introduce English. Language also cannot be an end in itself, but should be a means to an end.

Associated responses:

Developing language, and language in print can be a means to developing an educational process, and to the growth of an individual. (Mr. Reifel)

Language as a basis for communication narrows the communication gap (e.g. between parent and child). The knowledge of the Eskimo language as well as English would reduce in number those who are unable to function well in either culture. (Mr. Hensley)

- # -

14. Can we build into the curriculum ways to involve parents so that children can relate to adults and adults to children? (Mr. Womack)

Must do this:

Parents can, in some cases go to school with their children for some classes e.g. art, music. Example given by Mr. Womack of Wyandanch School program.

OEO parental involvement in Head Start program also cited.

At the end of the discussion Dr. Wolcott asked Dr. Dozier to summarize the most important considerations that the committee should concern itself with in development of the curriculum. They were:

1. Careful weighting of history of Indian groups with historical consideration in relation to contact with whites.

2. Consideration of certain commonalities from similar socio-cultural levels with similar responses. This must be recognized.

3. Specific problems peculiar to specific groups, e.g. Navajo, Eskimo, may need to be treated independently with special curriculum design.

4. What new forms can be used to reduce the ethnocentrism of teachers?

Consideration should be given to extension of orientation and inservice training.

5. Orientation has to be related to reality. Indian people need to be used more extensively in inservice training programs.

PROJECT NECESSITIES: STEERING COMMITTEE MEETING
INN OF THE GOVERNORS, SANTA FE, NEW MEXICO
AUGUST 16 - 20

Business of the committee:

1. Dates of subsequent meetings:

October 4, 5, 6 at Phoenix

November 1, 2, 3 at Portland

Additional information will be sent to committee members by Dr. Stoumbis concerning place and reservations of Phoenix meeting.

2. Change in membership of committee:

One of the positions on the committee is reserved for a State Supervisor of Social Studies in a State Department of Education, serving a significant number of Indian children. Since Lou Baca is no longer serving in this capacity, he has had to vacate the committee position so reserved.

Replacing him in this slot will be:

Mrs. Sarah M. Fowler
Consultant, Social Studies
Idaho State Department of Public Instruction
206 State House
Boise, Idaho 83701 Area Code 208-344-5811

In addition, please add to the committee membership:

Mr. Albert Ouchi
Education Specialist (Social Science)
Social Science Section
Bureau of Indian Affairs
1951 Constitution Avenue, NW
Washington, D. C. 20242 Area Code 202-343-5921

Mr. Ouchi joined the Bureau on September 1 and will be present at subsequent committee meetings.

Change of address for Dr. John Bryde
Education Psychology Department
University of South Dakota
Vermillion, South Dakota 57069

Please make these changes and additions to your committee directories.

3. Nature and use of minutes of steering committee meetings.

It was brought to the attention of the committee by one of the members that because of the very tentative nature of many of the positions taken, and because much of the preliminary work reported by subcommittee is raw data, that the use of these minutes be limited to the committee itself.

It is the position of the committee that the minutes of all meetings will be for the exclusive use of members of the committee, and will be treated as confidential.

4. Materials to be provided members of committee:

Dr. Stoumbis was requested to provide members of the committee with copies of the document published by the Syracuse group. Additional materials will be sent to the committee as they are identified.

4. Minutes of the Denver meeting were approved with revision to include name of Dr. Shirley Engle as present at Denver.

Possible instructions to the writing team:

1. Choose major concepts

2. Classify concepts

3. Arrange concepts in compatability with four basic concerns

4. Identify subconcepts of major concepts

5. Identify disciplines most pertinent to teaching of the concept

6. Identify skills to be taught which are pertinent to each concept

7. Analyze the content to determine key connotations to be taught from each concept

8. Identify and record the understandings that should result from the study of the concepts

9. Identify the generalizations that result from the understandings

10. Be aware of the specific needs of Indian children as they pertain to the concepts under review

Summary of action taken:

a. There is a need to agree on premises that the writing committee will be able to use.

b. There is a need to develop guidelines that can be used as a framework for content.

c. The four basic concerns become the basis for concepts and subconcepts.

d. The interdisciplinary approach is essential.

e. The structure of the curriculum will be a framework of concepts. The vehicle through which these concepts will be taught can and should be locally oriented to the things with which the student is familiar.

f. Content, mode of inquiry and value concepts are of equal importance, and must be kept in balance.

g. A conscious development of the use of oral language should be included with language as a vehicle for the social sciences. (This refers to the way in which a student indicates his thinking i.e. verbalization must be logical)

h. Concepts should be categorized by kinds of concepts to insure balance between substantive, methodological and normative concepts.

i. Subconcepts should be categorized by discipline to insure balance between disciplines.

j. Generalization should not be taught as absolutes or facts, but should be "what the student learns".

k. Meeting the needs of Indian students is essential.

The following points were formally agreed on:

a. The Committee accepted the Guidelines and the Rationale prepared by Jim Womack as working papers, providing a skeletal basis on which to build.

b. The Committee accepted a proposal that Mrs. Horttor, Mr. Henion, Mr. Horton and Mr. Jennings choose a model for concept development and for preparation and piloting in their classrooms before the Phoenix meeting.

Model proposed:

a. Take any concept from the list cited by Mr. Womack, find materials to develop different connotations of that concept for use in teaching that concept at their given grade level and

b. Outline the social science skills necessary in order to teach a specific concept at their grade level.

c. Reaffirmation was made of the statement of purpose developed at Salt Lake as it relates to providing alternative choices to practices which may be harmful.

Proposal for organization of next body of work of the committee as proposed by Dr. Wolcott and accepted is:

1. acceptance of list of concepts

2. review of these concepts by Indian-Alaskan Native people

3. review by steering committee incorporating recommendations of Indian and Alaskan Native people.

4. Review of concepts and subconcepts by scholars in the disciplines.

The task to be accomplished at the Phoenix meeting will include:

1. listing of priorities

2. investigate the results of the pilot processes undertaken by Mrs. Horttor and Messrs. Henion, Horton and Jennings.

3. accept a tentative master list of concepts

Between the Phoenix and Portland meetings this list will be presented to Indians and scholars for review. The task at Portland will be:

1. establish final conceptual framework

2. adopt criteria for guidelines and premises

3. orient writing committee

Elizabeth L. Raphael
Administrative Assistant
to the Committee

STEERING COMMITTEE MEETING
PROJECT NECESSITIES
RAMADA INN
PHOENIX, ARIZONA

OCTOBER 4, 5, 6, 1968

Members present:

John Bryde	Robert Henion	Robert Chisholm
James Horton	LeRoy Condie	Beverly Horttor
Shirley Engle	Tom Jennings	Sarah Fowler
Albert Ouchi	Earl Harmer	Elizabeth Raphael
Max Harriger	Alvin Warren	Harry Wolcott
James Womack		

Also present were Dr. W. Desmond Phillips, Deputy Assistant Commissioner (Education), Bureau of Indian Affairs and Dr. George Stoumbis.

The minutes of the Santa Fe meeting were approved as read.

The next meeting of the steering committee of Project Necessities will be held in Portland, Oregon, on November 1, 2, 3, at the Portland Hilton. Additional information will be provided by Dr. Stoumbis.

SPECIFIC ACTIONS TAKEN BY THE COMMITTEE

Motion by Jim Womack, seconded by Jim Horton:

> "Recognizing that we have made the decision that we will use interrogatives to limit our content and achieve a focus on the content that such interrogatives will be reasonable in number for a particular unit and will be explicit and direct in nature."
> Unanimously adopted.

Motion by Shirley Engle and Jim Womack, seconded by Earl Harmer:

> "The connotations of concepts will be expressed in the form of generalizations wherever possible or in the form of statements, ruling out expression in the form of phrase or word. Such statements and/or generalizations will be briefly explained."
> Unanimously adopted.

Assignments for Portland Meeting

1. Jim Womack will prepare a list of concepts with critical questions and explanations.

2. Earl Harmer and George Stoumbis will prepare a model unit based on one of the concepts.

3. Max Harriger will synthesize the accomplishments of the steering committee to date and will present a precis or statement to the committee.

4. Alvin Warren, John Bryde and others will compile a list of appropriate Indian consultants. From this list invitations will be made to as many as is possible within the limitations of the budget.

Reports from teachers concerning assignments.

I.

a. Jim Horton - Ft. Wingate High School

1. World Geography class - elective - grades 10, 11, 12

2. Concept - sovereignty

b. Procedure:

Students were given selected readings, mimeographed by Mr. Horton, explaining the governmental procedures in four nations, (See appendix 1). They were asked to read these selections and to find those areas of similarity. The students first wrote these down, then a composite list was put on the board. The class as a whole determined which items were common to all groups.

c. Skills used:

Reading, analysis, synthesis, use of world map.

d. Observations:

While the students were not vocal, they exercised considerable skill in verbalism. Questioning by the teachers was necessary to motivate an understanding of

the method being used. Progress in using this method was slow.

c. Questions and Comments by committee members

1. Was the Navajo Tribe introduced at all in the concept or sovereignty?

2. Did the word "sovereignty" arise in context? Did the students introduce the concept? How would the word have been handled in grammatical context? Did the students have any problem in pronouncing the word?

II. Bob Henion - Education Specialist (Social Studies)
Navajo Area Office, Window Rock, Arizona

Since Bob is no longer in the classroom himself, he attempted to find a volunteer among those teachers he supervises. None was available.

Teacher comments included:

a. Students have too limited language facility, limited vocabulary.

b. Students have lack of concrete experiences which may preclude use of this methodology.

Conclusions:

Inservice education will be essential for the writing committees before they begin working.

III. Tom Jennings - Casa Grande, Arizona

Five member team in modular flexible scheduling program: Social Sciences, Language Arts, Science, Math, Reading, all centered around the same concept: 150 students, 15 Indian students.

Discovery approach not attempted because of organization or new and complex team approach.

IV. Mrs. Beverly Horttor - Warm Springs Elementary School - Primary students

a. Procedure: Mrs. Horttor chose the concept of prejudice and attempted to develop awareness of self through identification of major body parts, association of self with color. Prejudice was developed through the connotations of treatment by others, how one treats other people, how one treats members of his own group or family.

b. Observation

1. Discovered need for better organization of materials, more relevant materials.

2. Relevant materials seemed to result in sustained motivation; recognition of their Indian identity.

3. How many alternatives can be offered in early grades? It may be that expansion of environment can best be done at that time.

c. Comments and Questions from committee

1. Concept approach was a starting point but was not limiting.

2. The experience is a case in point for the teacher exercising control over unstructured format by the use of objectives.

3. No one form of instruction should be exclusive.

Relationship of Four Basic Concerns to Concepts

Jim Womack questions:

1. Are the Four Basic Concerns illustrative of other concerns or are they the basic concerns?

2. Will each of the four basic concerns be found at each grade level equally or will some dominate at some grades?

3. How do we see an operational framework based on the four basic concerns?

4. Do the four basic concerns suggest concepts?

a. The consensus seemed to be that the concerns would be in a working relationship with concepts to insure regard for both concerns and the conceptual framework.

b. The four basic concerns suggest contexts through which a given problem can be approached.

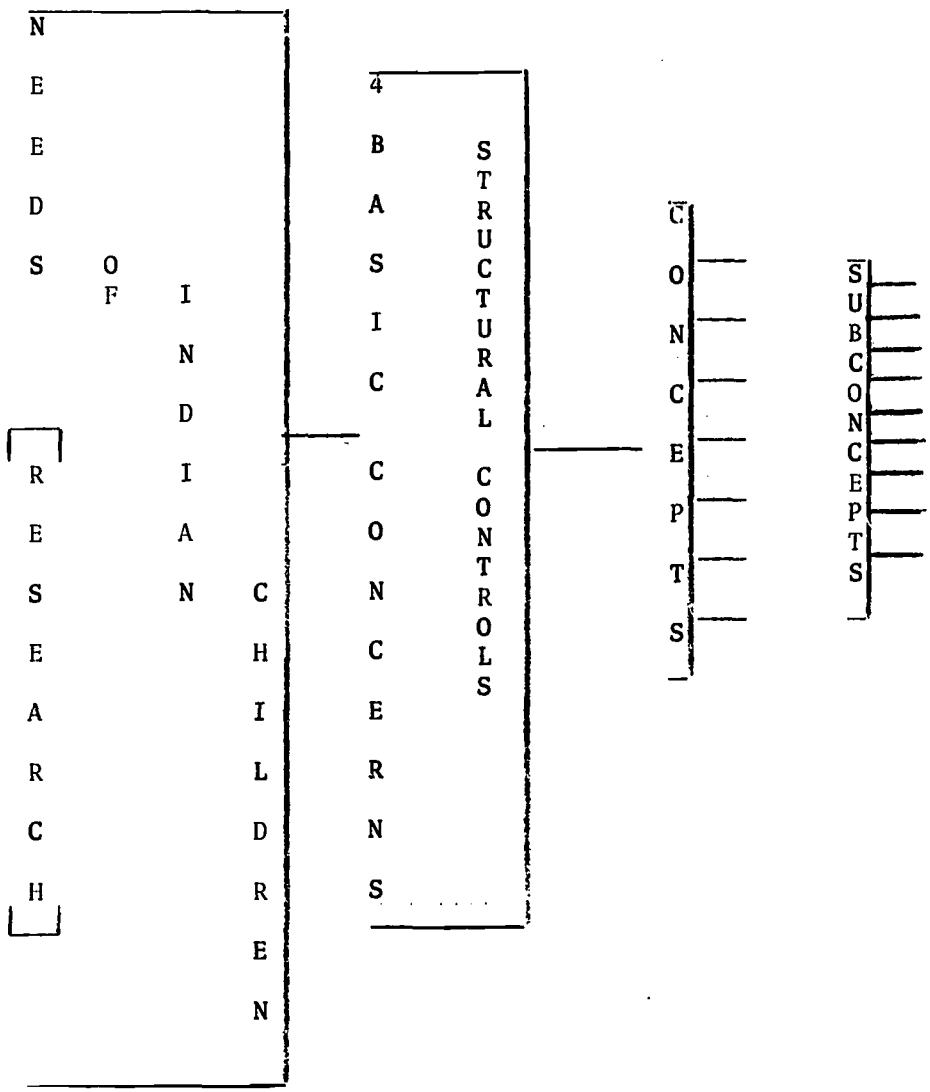
c. Whether the curriculum is begun at a child-interest level or from a more structured program, the four basic concerns would continue to function as a conceptual framework.

d. The four basic concerns have to suggest concepts, concepts have to relate to the needs of the students.

Engle synthesis

The four basic concerns are ways of looking at, or questions to be asked about, the concepts and identified needs of Indian children.

Alvin Warren synthesis:



Concepts should be unlimited; never frozen.

Development of Model Unit Concept

Harmer concept:

> Curriculum design is the development of the conceptual framework. The conceptual framework will be expressed in a series of units for each grade level, articulated into an interrelated whole. The unit will be composed of a series of instructional units.

The consensus of the steering committee was that the writing committee should be provided with a minimum example - a sample of an instructional unit.

Key premises:

1. Whatever content we choose to teach will be definitely limited.

2. After the broad areas are outlined, particular points of focus will be made.

Statement unanimously adopted by committee:

> Recognizing that we have made the decision that we will use interrogatives to limit our content and to achieve focus on the content, that such interrogatives will be reasonable in number for a particular unit and will be explicit and direct in nature.

The procedure for selecting foci for concept development will be to state three or four critical questions about each concept. This will provide direction for the writing teams. The degree to which these critical points are adhered to will provide a cross check between the intent of the steering committee and the work of the writing committee.

The components of a teaching unit should include:

a. a statement of purpose or rationale

b. content

c. modes of inquiry - methodology

d. evaluation

These could be synthesized into

a. planning area

b. working area

c. evaluation area

The committee adopted a statement concerning the foundation of the conceptual framework of the unit as follows:

> The connotation of concepts will be expressed in the form of generalizations wherever possible or in the form of statements, (ruling out expressions in the form of phrase or words). Such statements and/or generalizations will be briefly explained.

Specific comments concerning unit construction included:

a. Relevancy of materials and concepts is essential.

b. The materials selected may suggest the instructional method.

c. There will be a focus on the discovery method.

Elizabeth L. Raphael
Administrative Assistant
to the Committee

AGENDA
FOURTH MEETING, STEERING COMMITTEE
PROJECT NECESSITIES
RAMADA INN, PHOENIX, ARIZONA

OCTOBER 4, 5, 6, 1968

1. Review of minutes.

2. Report from Mrs. Horttor, Mr. Horton, Mr. Henion, Mr. Jennings concerning their trial models using concept development. Review of these reports.

3. Review and acceptance of tentative list of concepts.

4. Report from Alvin Warren and John Bryde identifying Indian people who can react to the proposed concepts.

5. Listing of priorities.

6. Decision as to whether or not to include orientation of writing committee as part of or extension of Portland meeting. If this is to be done, final selection of the writing committee will have to be made immediately.

7. Selection of hotel for Portland meeting.

ADDENDUM TO MINUTES OF PHOENIX MEETING

Tom Jennings has been representing a position on the Committee reserved for an upper grade public school social studies teacher whose students are predominately Indian or Alaskan natives. Since he is no longer serving in this capacity, he has had to vacate the committee position so reserved.

PROJECT NECESSITIES
STEERING COMMITTEE MEETING
PORTLAND HILTON, PORTLAND, OREGON
NOVEMBER 1, 2, 3, 1968

Members present:

John Bryde	LeRoy Condie	Beverly Horttor
William Hensley	Max Harriger	Elizabeth Raphael
James Womack	James Horton	Robert Chisholm
Shirley Engle	Albert Ouchi	Harry Wolcott
Earl Harmer	Sarah Fowler	David Warren

Also attending was Mr. Reaves Nahwooksy of the National Council on Indian Opportunity and Dr. George Stoumbis of the University of Utah.

The minutes of the Phoenix meeting were approved as submitted. The statement of accomplishments to date was accepted as submitted.

Jim Womack presented Concepts and Conceptualization in Organizing the New Social Studies Curriculum.

Small groups were established to review the Womack paper.

Curriculum Oriented	Classroom Oriented	Culture Oriented
Harmer	Horttor	Hensley
Engle	Horton	Wolcott
Womack	Chisholm	Warren
Ouchi	Stoumbis	Condie
Fowler	Raphael	Bryde
Harriger		Nahwooksy

The groups were asked to abstract from the Womack document the concepts that seem to be most pertinent to Indian and Eskimo children.

Group III (Culture Oriented) reported that they would recommend that all of the concepts listed in the section under anthropology, sociology and social psychology be adopted and that these disciplines be the vehicle through which all concepts from other disciplines be approached as appropriate.

Group I (Curriculum Oriented) and Group II (Classroom Oriented) presented concept lists.

Group I List A	Group II List B
1. Areal Association	Conflict/Conflict Resolution
2. Cultural Change	Social Control
3. Mankind	Interdependence
4. Culture	Family
5. Social Process	Leadership
6. Institutions	Power
7. Individual	Authority
8. Interaction	Sovereignty
9. Behavior	Allocation of Resources
10. Political Systems	Time and Place
11. Power	Habitat
12. Authority	Productivity/Production
13. Law	Cultural Change
14. Government	Self
15. Scarcity	
16. Production Input	
17. Marketplace	
18. Consumer	
19. Stability	
20. Time	
21. Heritage	

Shirley Engle moved and Jim Womack seconded that List A be adopted with the clear understanding that the comparative approach be mandated as indicated by the following statement: Each concept focuses eventually on a general question, but in developing the unit the questions should relate directly to

1. the student's own group
2. a pertinent out-group
3. focus on more abstraction without specifying the group

and that List B be preserved as an expression of those most closely associated with Indian students.

The motion was passed with one dissenting vote (Dr. Harry Wolcott)

Jim Womack stated that the next step would be to identify the subconcepts of the concepts agreed on. The subconcepts will be the unit that will be assigned a grade level.

Earl Harmer moved and Sarah Fowler seconded that we accept the subconcepts as basic guidelines, to be added to or subtracted from as needed. This motion passed unanimously.

Shirley Engle moved and Bob Chisholm seconded that the writing team be instructed to see that each concept be treated at least once through appropriate subconcepts at given grade levels or groups of grade levels. This motion passed unanimously.

Shirley Engle moved and Jim Womack seconded that the Writing Committee be instructed to develop each subconcept through case study materials using the comparative approach.

A general discussion of the orientation of the Writing Committee brought forth the following comments.

Orientation must be given with as explicit instructions as possible, elaborated in a person-to-person process. A long term contract should be offered to no one until they show what they can or cannot do.

We should orient the writers to our frame of mind and rely on their ability. "Musts" given to the Writing Committee should be an articulated and sequential program, materials and scope and sequence.

An Ad Hoc committee (henceforth referred to as the Task Force) will be appointed to write directions to the Writing Committee, the Steering Committee will pass on these directions. Two criteria for the writing committee are a behavioral science inference and a grasp of research.

Discussion of style and format of unit construction followed the review of the unit prepared by Dr. Earl Harmer. A subcommittee made up of Earl Harmer, Jim Horton and Jim Womack devised a compromise type of unit organization as follows:

Unit definition: an organization of selected purposes, content, activities, teaching strategies, materials and evaluation, for use by a teacher in a three to six week time period.

Procedure:

1. Select concepts, subconcepts, skills, written in listed form.

2. Develop a series of questions (broad and comprehensive) written in a listed form.

3. An elaboration of the scope of a (the) subconcept written in a narrative form.

4. Critical subquestions listed in three ways:
   a. relative to Indian group (in-group)
   b. relative to comparative (out-group)
   c. relative to non-specified group (abstraction)

5. Content-narrative, case studies, experiential activities, ways of class gathering information, (form in examples, suggested activities)

6. Skills - list and description of how to use general and intellectual skills.

7. Teacher-pupil interaction leading to discovery and generalizations - includes proof, evaluation processes.

8. Materials bibliographies.

9. Sample tests, evaluation, marking practices.

Bill Hensley asked how this unit construction differs from traditional unit construction.

Observations made were:

Traditional construction	Necessities unit construction
Nebulous objectives	Specific concept and subconcepts
Lack of direction in methodology	Directed and consistent
Low level of intellectual skills fact memorization	Higher level of intellectual skills analysis, synthesis, comparison
No format for logical progression	Logical progression, step-by-step

Necessities unit should result in the ability to relate information and to transfer understanding from one area to another.

Earl Harmer moved the adoption of the unit organization proposed, Shirley Engle seconded. Adopted unanimously.

For point of clarification the following organizational units within Project Necessities were established by executive order:

Steering Committee
Task Force
Writing Committee

The functions of each in relation to the unit organization adopted are:

Point 1 - Steering Committee

Points 2, 3, 4 - Task Force

Points 5 through 9 - Writing Committee

More specifically, the Task Force will have the responsibility of inservicing the Writing Committee and supervising the work of the Writing Committee, subject to the review of the Steering Committee.

Jim Womack will try to develop a unit based on the adopted unit format to present to the Indian Advisory Group meeting in Denver November 12 and 13. The list of concepts adopted will be presented to the Advisory committee at that time.

Members of the Indian Advisory Group as reported by Dr. John Bryde are on the attached sheet.

Jim Womack suggested that since Project Necessities will be called upon to present to other groups the work of this committee, that it might be within the responsibility of this group (the Steering Committee) to prepare video tapes of the history, organization and progress of Project Necessities for use with BIA teachers and administrators, Indian and Eskimo groups, for orientation and instruction. Dr. Engle suggested that we should use discretion...that it would be better to make modest claims and then exceed them...the consensus of the group was that the preparation of this media would be useful but that it should be a decision of the project director.

The minutes of the Task Force/Indian Advisory Group meeting in Denver will be made available to all Steering Committee members.

A formal note of thanks was given to Beverly Horttor for the arrangements, her hospitality and entertainment.

Elizabeth L. Raphael
Administrative Assistant to
the Committee

Mr. Louis Ballard
Teacher-Supervisor (Musical Arts)
Arts Department - Institute of
American Indian Arts
Cerrillos Road
Santa Fe, New Mexico — QUAPAW - CHEROKEE

Leonard Bearking
Doctoral Candidate - Education/Administration
University of New Mexico
Albuquerque, New Mexico — SIOUX

Father Joe Brown
Episcopal Minister
Box 84
Hays, Montana — BLACKFOOT

Rupert Costo
1451 Masonic Avenue
San Francisco, California 94117

Dr. Edward Dozier
Anthropologist
University of Arizona
Tucson, Arizona — PUEBLO

Mr. Ted George
Route 5, Box 136
Sumner, Washington 98390

Dr. Roger Buffalo Head
Professor of History
University of Cincinnati
Cincinnati, Ohio — PONCA

Mr. Jerry Ivey
Principal (elementary school in Alaska)
225 Slater Drive
Fairbanks, Alaska — ATHAPASCAN (Native Alaskan)

Mrs. Ramona Koomsa
Teacher
Thomas Edison Elementary School
Lawton, Oklahoma — COMANCHE

Mrs. Stella Lee
Education Specialist
Bureau of Indian Affairs
Navajo Area - Shiprock Agency
Shiprock, Arizona — NAVAJO

Mrs. Lorraine Mesiaszek
Consultant, Intercultural
Education
Division of Curriculum and Instruction
Office of Public Instruction
P. O. Box 527
Olympia, Washington — COLVILLE

Mr. Ernest Old Shield
Teacher, Ft. Sill Indian School
Bureau of Indian Affairs
Lawton, Oklahoma — SENECA -SIOUX

* Mr. Frank Tenorio
All Indian Pueblos Council (Member)
San Felipe Pueblo
San Felipe, New Mexico — PUEBLO

Miss Wilma Victor
Superintendent, Intermountain School
Bureau of Indian Affairs
Brigham City, Utah 84302 — CHOCTAW

Steering Committee Members

John Bryde
Shirley Engle
* Max Harriger
William Hensley
* Albert Ouchi
* Alvin Warren
* David Warren
Jim Womack

* Also employed by BIA

time or discussion spent on any area does not designate its relative importance.

1) Welcome by Mr. Tom " pkins, Chief, Branch of Curriculum, in which he reviewed three concerns of building a curriculum for BIA schools.

2) Review of Project Necessities by Mr. Max Harriger, Chief, Social Science Section, Branch of Curriculum, in which he explained the role of Indian consultants to the Project and the purpose of the meeting.

3) Summary of the thinking in the Steering Committee meetings by Dr. Shirley Engle, Dean, Graduate School of Education, Indiana University, which led up to its adoption of the form and content of the Social Studies curriculum of Project Necessities.

4) Evaluation and explanation of the sample Social Studies materials prepared by Mr. Jim Womack.

5) Separate meeting of Indian consultants to clarify and discuss the philosophy and conceptual organization of the Steering Committee's work.

6) Discussion by whole committee regarding the philosophy, conceptual organization, composition of the steering and writing committees and timing of Phase I and Phase II of Project Necessities.

I. Mr. Tom Hopkins, who was introduced by Chairman Max Harriger, welcomed the consultants to the meeting. He also extended a welcome on behalf of Mr. Zellers, Assistant Commissioner, Division of Education, BIA, and stated that the work of the present committee was considered among the "top priority" items in the BIA educational programs.

Mr. Hopkins spoke briefly about "three concerns" in BIA curriculum:

1) That the social studies and history be considered as related but distinct entities. That the Project not be rewrite of history with an ethnocentric view of the dominant culture.
2) That since our modern society demands precise and often quantitative knowledge in dealing with a moving target,

PROJECT NECESSITIES
INDIAN CONSULTANTS COMMITTEE MEETING
DENVER HILTON HOTEL
DENVER, COLORADO

NOVEMBER 12, 13, 1968

Members of Indian Consultants present:

Mr. Leonard Bearking	Mrs. Lorraine Mesiaszek	Mr. Ernest Old Shield
Dr. Roger Buffalo Head	Father Joe Brown	Mr. Rupert Costa
Mrs. Ramona Koomsa	Dr. Edward Dozier	Mr. Ted George
Mrs. Stella Lee	Mr. Louis Ballard	Miss Wilma Victor
Mr. Gerald Ivey		

Members of Steering Committee present:

Dr. John Bryde	Dr. David Warren	Mr. Max Harriger
Dr. Shirley Engle	Mr. Willy Hensley	Mr. Albert Ouchi
Mr. Alvin Warren		

Also present was Mr. Tom Hopkins, who is Chief, Branch of Curriculum Development and Review, Division of Education, Bureau of Indian Affairs.

The meeting of Indian consultants with certain members of the Steering Committee was called as a part of the basic planning program of a Social Science Curriculum designed to meet the unique and specific needs of Indian and Eskimo children. Indian scholars and leaders serving as consultants were asked to react and contribute to two specific areas of the work accomplished by the Steering Committee, up to this point . . . with the clear understanding that the materials presented by the Steering Committee were tentative and subject to approval by the Indian consultants. The letter sent to each consultant asked:

1) Do you feel that the Steering Committee is moving in the right direction in its selection of universal concepts?
2) Are there special Indian problems or interest areas within each universal concept that should be especially identified for intensive study?

The two day meeting is here viewed as one continous meeting. There were six areas or topics discussed in the course of the meetings but discussion was not limited to these topics and the amount of

that thinking skills in a socially relevant context are necessary for survival.

3) That the generation gap between Indian youth and the Indian community or Indian elders requires that a BIA curriculum should listen carefully to and be sensitive to the thoughts of Indian youth.

II. Mr. Max Harriger summarized the purpose of the meeting as one in which Indian Consultants were to, "react, comment, question and contribute to the philosophy and structure" of the social studies curriculum that had been developed to date. He stressed the importance of viewing the work that had been done as, "strictly tentative and being presented with an open mind". He referred to his "Position Paper" about Social Studies in BIA schools and rationalized the work of the Steering Committee for Project Necessities and the Indian Consultants as stemming from:

1) Social Studies in the BIA and in schools in general having failed to accomplish the goals of education it claims or that it was charged to do.
2) Social Studies being mired in the methods and materials of the "old times".
3) The need to develop a curriculum in the Social Studies designed to meet the unique needs of Indian and Eskimo children attending BIA, and mission schools or public schools with a large number of Indian and Eskimo children.

III. Dr. Shirley Engle, of Indiana University and President Elect of the National Council for the Social Studies as well as a member of the Steering Committee, summarized the thinking that had gone into the work done by the Steering Committee at their meetings which were held in Salt Lake, Denver, Santa Fe, Phoenix, and Portland. He stressed again the fact that the materials and conclusions he was presenting were tentative but that it did contain the consensus, if not unanimous opinion, of all the members of the Steering Committee.

1) The curriculum is to be one that children have the power to decide for themselves...what they want...not one in which decisions and information has been decided for them.

2) Skills required for such an inquiry approach curriculum are: A broad knowledge of their own and other's way of life and how others look at things; intellectual skills to gather, analyze and generalize knowledge.

3) The approach was to be based on four concerns of Indian and Eskimo children:
   a) Who am I, From whence do I/we/they come, Where am I/we/they going, and How do I/we/they relate to all men?
   b) How am I/we/they organized to live together with respect to:
      a) using the natural environment
      b) earning and developing a living
      c) living in groups
      d) establishing individuality
      e) governing
      f) creative activity
   c) What do I/we/they see as valuable, desirable, beautiful?
   d) What problems do I/we/they face, and what are viable or possible solutions to these problems?

4) The interrogative form will be used when stating the four concerns so that greater focus can be achieved and content can be limited. These questions would relate to:

   a) the In group
   b) the Out group
   c) All group (abstractions)

5) Materials would be selective and effort would be made to choose materials that would lead to in-depth studies and student analysis.

6) Each teaching episode must center on the needs of Indian and Eskimo children although it is recognized that problems of cross-cultural conflicts, conflicts of value with concepts of reality and other problems will have to be resolved.

Questions and comments were interspersed throughout Dr. Engle's summary of the work of the Steering Committee. Discussion and additional comments were pointed, represented various viewpoints and often led to additional areas of concern. A representative sampling of questions posed for this particular area, Steering Committee deliberations were:

Costa: Why can't it be a study of all races and all peoples?

Dozier: Is there an assumption that there is a "truth"?

Ivey: How relevant would these units be to groups in various geographic areas?

Dozier: What would you do if one group does not want to expose their beliefs and values to other cultures?

Old Shield: Would this approach be helpful for students that are passive and do not listen to any of the materials presented?

Comments relative to the work of the Steering Committee and the questions raised by members of the Indian Consultant Committee were more numerous:

D. Warren: Hopefully, the analysis objectivity via the social science vehicle prescribes the tremendous in-service work that will be necessary.

Old Shield: In accepting the risk of different views of reality, acknowledge that there is a conflict in their concept of "wisdom".

Bryde: Our idea is more to expose them to the other values of non-Indian society.

Dozier: We're going to have to indoctrinate children... can't see how we're going to educate children in the American values.

Hopkins: Schools cannot exist without indoctrination, i.e. it is to be a socializing institution...does this mean chaos?

Costa: Students will make decisions and I think most will make a decision that is best for himself and society.

Bearking: Presentation of culture conflicts of students must consider the level of student assimilation to culture of his environment.

Hensley: Our people are in a rapid stage of change... that is almost demolishing what culture we have. In order to survive, we must use the skills and

knowledge that the white society has. Parents are willing to let their children be exposed to this change...to survive.

Brown: Guides should set guidelines for teachers. Danger of delivering a body of knowledge to children who are not old enough to make decisions.

Buffalo Head: Danger in making a choice that is not available. Some do not have the skills or opportunity to choose between Indian or competitive (world).

Harriger: No Curriculum is a panacea...hopefully it will excite a few more.

Victor: The use of comparative is not good...it is too full of value judgments. Also a caution about a Bureauwide approach that would tend to "fence" people in.

IV. Dr. Engle, in the absence of Mr. Jim Womack, author of the sample concepts described the structure of the unit. A list of concepts more applicable to Indian children, listed under headings of: Substantive, Methodological and Value was shown and an explanation of the manner in which a Key Concept was presented as sub-concepts and then how Interrogatives were used to develop sub-concepts into teaching units.

Questions asked of the Steering Committee and each other were as such:

Dozier: Why begin culture regions at 8,000 BC and cut out major areas of man's activity? Why exclude the important concept of acculturation?

Costa: Why is the dominant (society) viewpoint presented all the way through?

Brown: Where is the idea of pluralism?

Dozier: Questioned Womack's sources for his anthropological concepts.

Mesiaszek: Should the curriculum address itself to universal values? If so, be (damn)* careful in spelling them out. *Term not used but impression quite clear.

Ballard: Is there anything in the concepts that ask questions as: What it means to be an Indian? Nedessity of the Indian to express himself artistically?

Mesiaszek: Where will the unit bring in matters such as the relationship of Indian to Indian and Indian to Non-Indian?

Dozier: Is an authentic book of 300 to 400 pages about the contemporary situation of Indians possible--possibly of Indians in each state?

Lee: What is the difference between the Navajo Curriculum Project of Dr. Condie and Project Necessities?

Victor: Has consideration been given to bringing Indian students into the workings and decisions of the Steering Committee?

Comments relative to the sample work of Jim Womack were directed at both the unit itself and questions or other comments that came up as the unit was explained. The following comments simply give a further idea of the concerns of the Indian Consultant Committee. A more formal set of recommendations follows in section V.

Victor: Superstition as a unit is unfair. Religion, too, is a part of a larger category for life and religion is not separated in Navajo culture.

Dozier: Some concepts listed are processes, e.g., integration and institutions or kinships are different.

Victor: Problems approach is tiring...conceptual approach brings reactions and is approachable.

Dozier: We may have to have two different types of concepts (or more). Static and analytical concepts need to be differentiated.

Engle: If a concept is too general, we then have to start to tell what the concept is.

Bearking: Needed is a model or descriptive statement (for the teacher) that explains the learning theory

or theories which led to the four basic concerns and that can serve as a basis for evaluation.

Costa: Students can learn about mankind regardless of what race they are.

Ballard: Need more specifics about episodes and units (key concepts) that will be used.

Lee: What the educated Navajo community wants conflicts with what the non-educated want. Techniques of the dominant culture vs crafts and skills.

Bryde: It is important that "important stuff" be taught in schools...if not, it will not be taught. Indian reaction holds that what the Indian is not taught in schools is not important. Therefore, include Indian information and values in all school levels to perceive the importance of Indian personal fulfillment in Indian norms.

Costa: Point should be made that Indian culture is the only applicable culture native to the United States. All others are foreign.

Bearking: Concept of Marginality is important to a man caught between two cultures who is trying to adopt a norm that becomes a part of his personality.

Dozier: Statement of Indian/White relationship over time needed...How Indian has adjusted to white culture. (paper on this general topic was submitted by Dr. Dozier to Steering Committee)

V. The Indian Consultants met as a body separate from members of the Steering Committee to discuss the Project, the Conceptual framework and the form and philosophy of Womack's sample concepts. The following notes taken by Miss Victor summarize the proceedings of that session. Note the recommendations that are stated.

Indian Consultant Separate Meeting November 13, 1968 AM

Meeting - 11:00 AM Recorder - Victor

Victor - Students need to be informed of the fact that they are very definitely in the political arena.

Response - "The truth about his status as persona politic".

Mesiaszek - Value concepts - Teach in conjunction with present-day values - there needs to be an awareness. Indian-ness concept - What is the commonality?

Mrs. Lee - I would like to meet with Tribal Education Committee and discuss this whole matter.

Ballard - (Thinks there should be tribal histories written by tribes for their own groups)

RECOMMEND: that Indians be included as resource people, Indian writers, illustrators, educators in all steps from now on in the development of this curriculum. At least 1/2 of Steering Committee should be Indian.

Dozier - Page 6 - "Explanation of project - page 6 - under (2) needs - disagrees with premise that materials have been written - says it does not exist. (Behaviorial science approach)

Mesiaszek - Enhancement of value concepts. Need to be effected - one example - use medicines - contributed - e.g. did not abuse birth control herbs.

Dozier - Most people do not believe that there was an extermination policy regarding Indians held by the government in West - (Modern non-Indian students do not want to accept this) B. Head.

George - Deculturization - Institutionalized - Indians suffered because they were institutionalized and this is patchwork - legal status - are we treated as wards? The truth must be taught. Why does Indian student feel resentment?

Koomsa - Need for small number of concepts. Teacher can handle only small number effectively, complexity of terminology is also deterrent factor.

Ballard - Curriculum Objectives - To give students right to choose kind of life. Not stated correctly. Seems like all cards are all spread out - from which the child selects one. He did not learn expediency in making decision-making in school.

RECOMMENDED - "Power to decide what kind of life he is able to live" to be substituted in statement above.

Discussion here - (Dozier, B. Head and Father Brown)

Brown - Don't get to the point that we buy a package - We should react to the philosophy and approaches.

Old Shield - We should recognize the importance of attacking education in a positive way. Tell students that 'jockeying for position' is part of the game".

B. Head - Instruction should be focused on the "recent past". Indians should know that treaties have not helped us. Start with recent history and work back. Acquaint them with legal aspects of their relations with government or Indian-white relations.

Dozier - Felix Cohen - book - "Indian Law" - can be used as a basis. Article by D'Arcy McNickle "The Annals of the Association of Political and Social Sciences" CA 1957 - "The American Indian and Modern Life" would also be good to use as reference - Should be placed under one cover. Perhaps appoint a committee to prepare such a book.

RECOMMEND: That the legal status be included in conceptual pattern.

*At this point, we all strongly reacted to the idea that we needed to give our opinions and recommendations to concepts as recorded in Dr. Womack's paper. Settled on this point - We believe you want us to record our thoughts - not necessarily in categorized form.

Mrs. Lee - The fact that we were the original culture should be emphasized - mentioned by Costa originally.

RECOMMENDATION - Four concerns and the philosophy are okay. Approved by all. But Phase II should be turned over to a Committee with Indian majority. Unless this is done, selection of materials, books, etc., will fall back into the stereotyped pattern. Same old books will be used.

VI. Discussion by the whole committee. Miss Victor summarized the discussion and recommendations of the Indian Consultants' subcommittee meeting. In addition to explanations and elaborations of points previously presented during the meeting, there was considerable unanimity of feeling about the following comments:

Brown - Cited the example of a speaker before a congressional committee who had limited and superficial knowledge of Indians yet, claimed to "speak for Indians".

Dozier - Asked if Jim Womack had an awareness of Indian people's needs. (to author a teaching unit for Indian children)

Costa - Take more time and call in more Indians to write a curriculum that is of real value...If it isn't done so, "I can assure you that we will attack and correct it". Organizations that have been doing "For the Indian" and "To the Indian" would like to be in on this (project) but should not be.

Victor - Members of various tribes should be called in at all stages to review... "We want real involvement..a great involvement".

Dozier - Quality should not be sacrificed...if white man more capable than Indian, then certainly the white should be chosen; where equal, the Indian should be chosen. (For writing committee)

A. Warren - Operation of the Bureau is entering a new phase... whites and Indians would cooperate (have a voice) in operation of policies. "Suggest a collective statement from the group here requesting an

abeyance of six months to develop a program of real value. It would be a tragedy to succumb to legislative requirements and sacrifice the program for such expediency".

Mr. Harriger extended the appreciation of the Bureau and the Steering Committee to the consultants for their presence and their valuable contribution. The fact that people of the caliber present at the Denver meeting felt that there was a need and more important, an opportunity to do something about the educational process of Indian and Eskimo children, gave encouragement and assurances to the members of Project Necessities.

A request was made that each committee member present submit two lists to Mr. Harriger (1951 Constitution Avenue, NW, Washington, D. C. 20242). One list to contain the names and some background description of Indians they would recommend to write the curriculum and the other list, to contain the names, grade level and qualifications of teachers (Indian) who would serve as consultants and resource people for the writers. A committee from the Indian consultants and the Steering Committee members present would make preliminary selections from this list of writers and teacher consultants.

Respectfully submitted,

Albert Y. Ouchi
Education Specialist
Social Studies

MINUTES OF SUB-COMMITTEE OF
PROJECT NECESSITIES AND
INDIAN CONSULTANTS
WASHINGTON, D.C. DECEMBER 9, 1968

Present were:

William L. Hensley
Alvin Warren
John Bryde
James Womack
Max Harriger
Elizabeth Raphael

Absent were:

Roger Buffalo Head
Wilma Victor
Lorraine Mesiaszek

Members of the Indian Consultant group had recommended individuals to fill the positions of writer-editor-consultant for the writing teams. With the exception of the names proposed by Alvin Warren, too little information was provided for even preliminary identification of qualified personnel.

Mr. Warren suggested a clarification of the three types of positions necessary for each writing team. The following descriptions were proposed:

a. technical education writer
b. resource writers
    1. original materials
    2. synthesis of available materials
c. Indian culture resource people

Questions were raised about:

1. The degree of insight (into the philosophy developed by the Steering Committee) the resource writers will have to have.

2. The number of people who will be involved.

3. The amount of time available and number of people involved to write truly "innovative" materials.

4. The function and roles of writers, researchers, consultants.

It was proposed that we limit ourselves at first to grades K-3 in order to lessen the impact of errors and provide a training time.

It was also proposed that we consider subcontracting the work of grade segment curricula to a writing team leader who would take the overall responsibility of consultants, writers and production. Since we can write quality controls into the subcontract we can retain control of the materials.

Mr. Warren stated that the critical point right now is the high school segment - grades 8, 9, 10, 11. He proposed instituting the new program at the secondary level. Indian people are particularly aware of the need for a truly relevant program for high school students and are tired of waiting. Mr. Warren felt that this procedure would be much more responsive to the felt needs of Indian and Eskimo parents who are aware that the problem is not at the primary level.

Immediate responses were that the sequence has to be developed from the bottom up, rather than the top down. Also, that new secondary materials are now available and ought to be used until we do get that far.

In support of Mr. Warren's proposal, the necessity for a scope and sequence with developmental questions for all grade segments before any writing is begun was established. This would permit beginning the actual curriculum writing at any grade levels desired.

Proposal was made to establish team segments, the team leaders to write the sequential questions.

Each team would have a team leader who has extraordinary credentials (criteria listed below). Each team would also be the responsibility of one or two members of the Steering Committee who would act as liaisons.

The criteria for team leaders are as follows:

1. Should be:

    a. Indian or Eskimo scholar or,
    b. Non-Indian scholar who is willing to acquire knowledge of Indian and Eskimo culture; who is both willing and able to work with other Indian and Eskimo scholars; and/or willing to bring on as advisors those who are already knowledgeable about Indian and Eskimo culture.

2. Must be trained and have experience as a teacher with a provable reputation for excellence; a master teacher.

3. Background must be in social sciences or one of the social sciences.

4. Must have professional training in curriculum development; conversant in, knowledgeable and supportive of current social science methodology related to the goals of the project.

5. Must have basic editorial qualifications; preferably having been published himself in curriculum materials.

6. Must have the time available to complete the project successfully.

7. Must have a demonstrated ability to organize, supervise and guide the work of others.

8. Must have experience at one of four specific grade segment levels.

Names proposed for these positions were:

Dr. Shirley Engle, University of Indiana
Mr. James Womack
Dr. Harold Drummond, University of New Mexico
Mrs. Evelyn Bergen

The criteria will be announced by the National Council of American Indians and any qualified persons interested may apply for these positions.

It was decided that the Indian consultants chosen by the team leaders be approved by or on the approved list of the Indian Consultants of the Steering Committee.

Elizabeth L. Raphael
Administrative Assistant
to the Committee

Minutes
Project NECESSITIES
Steering Committee Meeting

July 21-24, 1969

Members present:

Dr. John Bryde
Dr. Shirley Engle
Mrs. Sarah Fowler
Mr. Max Harriger
Mr. James Horton
Mrs. Beverly Horttor
Mr. Ed McCabe
Mr. Ernest Old Shield
Mr. Albert Ouchi
Dr. Noah Turpen
Mr. James Womack

Also present as guests were:

Dr. Clark Abt, President, Abt Associates
Dr. Paul Fawson, Instructional Service Center, BIA
Thomas R. Hopkins, Chief, Division of Curriculum Development and Review, BIA
Doug. Mann, Elementary School Principal, Weber County
Dan Sahmount, Director of Guidance, Intermountain, BIA
J. J. Wellington, Superintendent, Wahpeton Indian School, BIA
Edgar L. Wight, Director, Instructional Service Center, BIA

Abt/NECESSITIES Staff present and participating were Core Staff:

Thomas Cracas, Developmental Specialist
Sam Hedrick, Manager, Junior-Senior High School Curriculum Development
Dennis Holmes, Assistant Director for Administration
Dan Honahni, Coordinator, Liaison Network
Richard Ruopp, Director, Curriculum Development
Donna McGregor, Secretary
Frances Montgomery, Secretary

Junior Consultants: (Indian Students)

Julia Adams - Choctaw
Steven Begay - Navajo
Peggie Deam - Sequamish
Patty Leah Harjo - Seneca-Seminole
Grace Nuvayestewa - Hopi

Pauline Sam - Yakima
Loren Sekayumptewa - Hopi

Senior Consultants:

Dr. Shirley Engle (Steering Committee)
James Womack (Steering Committee)
Gary Holthaus

TUESDAY, JULY 22, 1969

The Steering Committee meeting, chaired by Mr. Ruopp of Abt Associates, opened with comments by Mr. Harriger and Dr. Abt.

The Steering Committee staff and invited guests were divided into two groups to participate as students in demonstrations of the units prepared by Abt.

The groups of students were:

A	B
Mr. Harriger	Dr. Engle
Mr. Horton	Mrs. Fowler
Mr. Old Shield	Mrs. Horttor
Mrs. Raphael	Mr. McCabe
Dr. Turpen	Mr. Ouchi
Mr. Womack	Staff
Staff	

The units demonstrated were:

10:00 to 11:30 AM - "Toys That Teach." K-4
1:30 to 3:00 PM - "Lightning In My Pocket." 9-12
3:30 to 5:00 PM - "Birth of a Culture." 5-8

Following each demonstration questionnaires were distributed to each participant for evaluation. Copies of these questionnaires were requested for the Bureau of Indian Affairs.

The demonstration classes were videotaped and are on record.

The demonstration teachers were volunteers from the faculty of Intermountain School and had a maximum of three days in preparation for this assignment.

A. "Toys That Teach", as presented to group A, followed these steps:

1. The group was divided into four sub-groups of four "students" each.

2. Each sub-group was given a paper sack containing the following items:

   a. two empty juice cans
   b. a rubber ball
   c. a piece of nylon cord
   d. a piece of cotton string
   e. a drinking straw
   f. a paper fastener
   g. a button
   h. a length of wire
   i. a piece of cardboard

Each group was asked how many things to play with they could make from these items.

Some other questions were:

What kind of people would use these things?
What can you tell about their culture?

Two toys of the same kind were then shown to the group. First, the ball and cup toy from Mexico; then a similar toy made from bone from Alaska.

Questions attempting to elicit comparisons and contrasts of the cultures were asked, this technique was not successful.

It was generally felt that this lesson was not a success in terms of meeting the objectives since it was not at all clear what the objectives were. No substantial learnings or generalizations were generated in the class.

B. "Lightning In My Pocket" used the following procedures in group A:

The class met as a single group. Although some reference was made to what would occur when we broke again into sub-groups, this did not happen.

The initial discussion centered around:

a. theories of migration to North America,
b. whether Indians had pockets or not,
c. the discovery of fire,
d. what the charcoal burner - barbecue-was doing in the middle of the room.

The discussion and questions were irrelevant and inconsistent, leading to no general observations. At one point a picture of a cave man was passed around with no apparent connection to what was occurring at that time in the class. In what seemed to be an attempt to focus the class again, a demonstration of fire-making by the use of flint and steel was begun. This functionally ended the class. The demonstration was unsuccessful even though almost everyone had a chance to manipulate the materials. Again, it was very difficult to comprehend what the objectives of the class were.

C. "Conquest and Culture" used a different format. Both groups met together in a large room. The junior consultants, who had devised the unit, taught it. The "students" were given worksheets prior to the class which they were to complete. These worksheets consisted of factors to be estimated to determine the comparative dollar value of a conquistador and an Aztec soldier. (Few of the students felt they had enough information to complete the worksheets, most of those who did did not believe that their estimates were in any sense valid.)

The lesson itself took the form of a play. Within the play was a demonstration of a comparison between the time required to load and shoot a musket and the time required to shoot two arrows.

No generalizations or concepts were derived from this unit. It was suggested that too much was being attempted - that too many concepts were incorporated into the unit plan. It was also emphasized that this lesson did not reflect the philosophy and strategy outlined by the permanent consultants, Dr. Engle and Mr. Womack, when they met with the Abt staff at the Stewart Cross-Cultural Workshop.

A spirited and somewhat heated discussion followed which resulted in a plan to spend Wednesday, July 23, in evaluating and clarifying the roles to be played by Abt and the Steering Committee.

WEDNESDAY, JULY 23, 1969

The meeting was called to order by Mr. Ruopp. Mr. Harriger asked that Dr. Engle be given some time to make a statement. Dr. Engle emphasized the following points:

-- A meeting had been held between the Abt Associates Project NECESSITIES Staff and the permanent consultants from the Steering Committee. At that time a rather thorough breakdown of one of the concepts listed by the Steering Committee as those concepts to be developed by Project NECESSITIES was made. It was felt by the consultants at that time that there was a good understanding of the basic philosophy as developed by the Steering Committee.

-- The minutes of past Steering Committee meetings and the background material contain a wealth of information and specify the philosophy and framework developed by the Steering Committee.

-- Attempts to influence or change the basic philosophy except by the Steering Committee are inappropriate.

Mr. Ruopp commented that he and his staff did not intend to defend the demonstration units of Tuesday, that they did not meet the needs or criteria established by the Steering Committee. Some understandings were presented by Mr. Ruopp:

-- The curriculum developed would emphasize the "hard" disciplines of the social sciences, e.g., political science, economics, in order to provide pragmatic "activist" kinds of units and concepts.

-- Less emphasis would be given psychology, sociology, anthropology.

-- History and geography would be the media through which the hard disciplines might be transmitted.

Mr. Harriger stated that it was his understanding that the Steering Committee had decided concentration would be on the behavioral sciences. This presented a basic conflict. It was suggested that the intent of the Steering Committee in the emphasis on behavioral sciences was rather an attempt to include in a very positive fashion those kinds of learning inherent in the "affective domain" of learning skills.

Mr. Womack expanded on his statement of the previous afternoon that the concepts and generalizations realized in these units should leave the student with the skills, knowledge and understanding to do something, to have some kind of control over what happens to them. This would result in an "activist" type of program, determined by the surveyed needs of the students, based on the environment and circumstances of their school, whether or not it conforms to the established policy of the local institutions. The students, as a group, would determine the course of action to be taken. The teacher would facilitate learning.

A conflict was expressed when Mr. Dan Honahni of the Abt staff understood Mr. Womack to say that the teacher would determine what action the class would take, regardless of how this might conflict with the customs of the school and community. Mr. Womack clarified this point again - that the class as a group will determine the action to be taken - the teacher neither approves or disapproves, neither permits nor refuses. The conflict seemed to be resolved.

Mr. Ruopp expressed a concern over who would determine the conceptual framework; who would decide what would be taught. Dr.Engle suggested those developed and accepted by the Steering Committee be used as this was the intent of the Committee.

Mr. Old Shield was concerned that the decisions supposed to be made by Indian students might be predetermined by limited alternative choices established by the curriculum itself. This concern was not completely resolved and remained a point to be watched.

The afternoon session was broken into small groups:

Liaison Network led by Dan Honahni
Elementary Units led by Dick Ruopp
Secondary Units led by Sam Hedrick
In-service and Development led by Tom Cracas.

Reports from the Group Leaders were not available at the close of the Steering Committee meeting.

(Subsequent reports indicate the following discussions:)

Liaison Network - emphasized the need for flexibility to meet the requirements of individual tribes. The

proposed liaison network outline was found to be acceptable. (McCabe, Bryde)

In-service and Development - emphasized the essential need for specific and intensive in-service training for teachers before positive results with materials could be expected. (Turpen, Fowler)

THURSDAY, JULY 24, 1969

The meeting was called to order by Mr. Ruopp. In order to determine procedure, and to insure conformity with the expectations of the Steering Committee, it was decided to explore possible routes to development of one of the sub-concepts of the concept of land.

Activities were suggested at a primary level which could lend themselves to a very flexible unit, suitable for adaptation at a local level.

The remainder of the time was used in discussing the further development of such a unit.

The Steering Committee meeting was adjourned by Mr. Ruopp at 2 PM.

SUMMARY: The three meeting days consisted of demonstration, evaluation and planning.

The demonstration classes were to present the style of unit/concept development as perceived by the staff for comparison with the philosophy developed by the Steering Committee.

The following observations were made:

a. appropriate and thorough teacher-training is essential in the use of materials;
b. the units demonstrated did not reflect the philosophy outlined by the Steering Committee or as explained to Abt by Mr. Womack and Dr. Engle at the Stewart Cross-Cultural Workshop;
c. the units demonstrated did not effectively meet whatever objectives were planned.

The evaluation was mainly an attempt at reconciling the philosophy as outlined by the Steering Committee with a somewhat divergent viewpoint held by Dr. Abt and some members

of the staff. An attempt was also made to clarify the role of Abt Associates as contractors, i.e., that they are implementers of a curriculum philosophy and framework already pointed to a specific kind of design. This design is multi-media, multi-disciplinary, relevant to the specific group being taught and pragmatic.

The planning session was structured around the concept of land and was primarily a discussion of how units could be approached at specific grade levels, being specific and flexible at the same time.

General Observations: Mr. Ruopp and Mr. Harriger both expressed much disappointment at the small number of Indian members of the Steering Committee present.

It was presumed that some of the confusion concerning the philosophy and framework developed by the Steering Committee was a result of conflicting interpretations by people unfounded in the background of this philosophy. It was felt that any interpretation should be left to Mr. Womack and Dr. Engle, as permanent consultants from the Steering Committee to the Staff. It was also felt that Mr. Ruopp should have greater freedom in decision-making concerning the course and direction of the materials development program, within the framework outlined by Dr. Engle and Mr. Womack at Stewart Indian School.

Mr. Ruopp announced that weekly progress reports will be provided each member of the Steering Committee for review and comment. *

Elizabeth L. Raphael
Administrative Assistant
to the Committee

*See Volume V, Section C.

Steering Committee Position Papers

POSITION PAPER a)

PROJECT NECESSITIES

SUGGESTED GUIDELINES AND PRINCIPLES FOR DEVELOPING A SOCIAL STUDIES CURRICULUM

by

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July, 1968

SOME GUIDELINES AND PRINCIPLES FOR DEVELOPING A SOCIAL STUDIES CURRICULUM

There are always certain conditions beyond the control of any group charged with developing a social studies curriculum. It might be that the content at certain grade levels is fixed by state law. This is particularly true at those grade levels where state history or government is taught. There may also be cases where books and materials have been purchased recently, or new programs have been started which would be costly to change. There may be time limitations which limit the scope of grade levels able to be revised. The revision of the curriculum need not necessarily take place at all grade levels simultaneously but can take place in some sequential, logical, and developmental manner, wherein a sequence of grade levels such as K-3 is implemented first, followed by other sequences in subsequent years. These and other similar preconditions may bear on Project NECESSITIES as its members begin to plan a new and different social studies curriculum. If so, they will of necessity change the perspective of some of the information in this report for Project NECESSITIES.

Do not make hasty changes in the social studies curriculum. Do not discard the old and adopt the new just for the sake of change. Take a close look at your present curriculum. How does it stand up to the following common criticisms?

1. The content to be taught at any grade level must be limited. By requiring teachers to be responsible for too much content, the curriculum leader often imposes on teachers methods of instruction which are not always effective. In general, a plethora of content causes teachers to adopt methods of instruction and particularly the lecture method which are not conducive to the discovery process of learning.

2. Content should be carefully considered before designating its grade placement. Naturally, the grade placement of content will be significant in arriving at articulating principles for the K-12 social studies curriculum.

3. Every effort should be made to minimize the amount of repetition of content. Where repetition seems wise, the manner in which the content is presented to the student should vary from the previous organization of the content. Thus, if American History must be taught at selected grade levels, then the organization of the courses should vary. For example, at grade 5, the course might be organized biographically, while at grade 8, the organization might be chronological, and at grade 11, the topical approach could be the organizing principle.

4. Great attention should be given to the selection of content at all grade levels but particularly curriculum leaders should insure that the content selected for the primary grades has real substance. Too often, students in grades K-3 spend too much time on pet shows and house parties, and not enough time on social studies.

5. Too much time and stress are placed on the teaching and learning of isolated facts. It is indisputable that facts are important and they must be taught. However, some facts are more important than other facts and all facts are more meaningful when their interrelationship is clear to the student. In general, significant facts should be taught sufficiently to give children an opportunity to formulate the facts into understandings.

6. Too much stress is placed on the disciplines of geography and history, often at the expense of the other six social sciences. A worthwhile social studies curriculum should offer students many opportunities to all eight of the social sciences: particularly students should be exposed to the perspectives and methods used by the various social scientists and should gain some proficiency in tackling social science problems in the same manner as the specialists themselves.

7. A good social studies curriculum must necessarily include a total and systematic skills program. Such a program would precisely delineate social studies skills to be introduced, refined or extended in each unit of every grade level. These skills would be of both the general or mechanical type, as well as the intellectual type.

8. Curriculum leaders must insure that the key concepts of the social sciences are introduced, refined and extended throughout the K-12 curriculum.

9. Every attempt should be made by curriculum leaders to identify the basic principles and generalizations of the social sciences. To specify, these selected generalizations students should discover in each unit of the social studies curriculum.

That being said, let us look at some of the thinking that should go into deciding on the elements of any new and revised state social studies curriculum. First of all, we should decide clearly on the board guidelines of the total curriculum. Of course, this has been done numerous times in numerous ways by many people, but oftentimes the perspective applied has been less than comprehensive. All of the following should be considered as factors and/or guidelines in building a new social studies curriculum.

I - THE CONTENT CHOSEN FOR STUDY AT ANY PARTICULAR GRADE LEVEL MUST BE LIMITED.

Teachers don't know everything, and some things are not worth knowing or teaching. Content must be limited and precisely identified as to its grade placement. This content, wherever possible, should be articulated with other content preceding and following it. However, it need not necessarily be articulated just by the sequentiality of the content itself. One should keep in mind that there are many principles of articulation: (1) One is simply content. (2) expanding environment approach, (3) a chronological approach, (4) a cultural studies approach by geographic areas, (5) a topical or thematic approach, (6) a "functions of man" approach as suggested by Stanford University, (7) key principles and generalizations of the social sciences, (8) key concepts of the social sciences, (9) common skills, techniques, and tools of the social scientists.

II - WHATEVER CONTENT IS CHOSEN, PROJECT NECESSITIES SHOULD ASSUME THE RESPONSIBILITY FOR APPLYING A FOCUS OR FOCUSES TO THAT CONTENT.

Let us say, a selection of content for a particular grade level - perhaps, it is grade 10 - was the Industrial Revolution. Project NECESSITIES should indicate not only that the Industrial Revolution is to be taught at a particular grade level, but should indicate what is to be taught about the Industrial Revolution. One practical method by which one can focus on a particular aspect of a topic is by asking one or more crucial questions about the topic. Thus, all of us recognize right away that no teacher can know or teach all there is to know about the Industrial Revolution. However, isn't there something more important about the Industrial Revolution than just the coverage of its historical development? The asking of a crucial question or questions about such a topic as the Industrial Revolution, not only limits the teacher's instructional methods about the topic. For example, if Project NECESSITIES decides that one of the key topics to be taught at grade 10 is the Industrial Revolution, then they should present that content in their syllabus for grade 10 in the form of one or more crucial questions. A typical question might be:

"What were the conditions in England that permitted the development of industry there, while such countries as France, Germany, Italy, and the United States were not able to enter the race for industrialization until a much later date?"

A second typical question might be:

"How is the process of industrialization such that the favorable and unfavorable results experienced by England were also experienced by most other industrialized nations?"

These are just typical questions. There are others which are just as valid and important. The important point made here is that by posing the content in the form of questions, the teacher is by necessity forced to focus on the content and not to approach the content in a shotgun fashion. What this should mean is selected topics with very precise focus on key aspects of the topic's content. Hopefully, the result will be deep, detailed, and analytical teaching with a focus resulting from the structure of the question itself.

There are many criteria which might be used to select and formulate questions about each topic at a particular grade level. Some criteria should be:

A - Which of the eight social science disciplines would seem to be most pertinent for the study of the topic as focused on by the crucial question? By deciding the answer to these kinds of questions Project NECESSITIES could insure that all eight of the social science disciplines receive a reasonable amount of consideration. That is to say, that the very wording of some questions will indicate that some of the social science disciplines should be used for the study of that content, whereas the wording of other questions would indicate other and different social studies disciplines might be used. In this way, it might be possible for such infrequently used social studies disciplines as anthropology, sociology, social psychology, and economics to receive their full worth.

B - Formulate your question in such a way that the study of the topic requires the use of certain skills and techniques. For example, there is no reason why some of the topics could not have crucial questions in which the very wording of the questions would suggest one or two important social studies skills necessary to be used in arriving at the factual answers to the question. For example, is there any reason why some questions could not have such "skills" words as: compare, contrast, evaluate, synthesize, and apply?

C - Questions should be chosen to give students a chance to reinforce, refine, and extend information and ideas learned earlier. Thus, in the early part of the tenth grade for example, a student might discuss the characteristics of democracy as it existed in ancient Athens. It might be wise to permit him to reapply his criteria for democracy to a later topic of the same tenth grade curriculum; for example, a modern democracy in Western Europe, or it might be used as the foundation for contrasting democracy with monarchial, dictatorial, or totalitarian systems of governments. The point to be made is that one guide for choosing the questions at a particular grade level is to give students a chance to apply and reinforce early learnings with new and different topics under discussion at a later date in the curriculum.

D - Questions should be worded which require the teaching of certain content which, in turn, would provide students with an opportunity to discover pre-selected Understandings, Concepts, and Generalizations.

Let me briefly summarize what has been said.

1 - Content must be limited.

2 - Whatever content is chosen to be taught should be selected carefully.

3 - Once the broad areas or topics of content have been chosen, a crucial question or questions should be worded about each topic so that the topic will have a specific focus.

4 - There are guidelines one might use in determining the crucial question and its focus.

a - To insure that all eight social science disciplines receive equitable treatment.

b - To insure that by the very wording of the crucial question certain selected social studies skills will be taught in the very process of pursuing the answers to the crucial questions.

c - To insure that information and ideas taught earlier are reinforced, refined, and extended in content considered at a later date.

d - To insure opportunities for students to discover pre-selected Understandings, Concepts, and Generalizations.

III - USE AN INTERDISCIPLINARY APPROACH ONCE THE CONTENT HAS BEEN SELECTED.

A - Use all of the eight social sciences. Don't rely on just history and geography. Naturally, the wording of the crucial question - which as you recall was originally designed to limit and focus on content - also has implications for the kinds of social science disciplines that will be most useful for studying the content. Thus, it is possible that a careful wording of crucial questions will necessarily insure appropriate treatment being given to all eight of the social sciences.

For example, here are some typical provocative questions which not only select and focus on a particular content, but also suggest that some social science disciplines are more applicable than others in the pursuit of the content.

Example # 1 - Is the response of peoples living in a similar desert environment the same? A careful reading of this question would seem to imply that the social science disciplines of geography, anthropology, economics, and sociology would be highly pertinent for studying the content imbedded in the question. This is not to say that there are not other social science disciplines which might also have a certain degree of applicability to the question, but merely that the identified disciplines would seem to have the most applicability.

Example #2 - How have Americans justified their territorial expansion? This question would seem to suggest that the disciplines most applicable in pursuing the answers would be history, geography, political science, and economics. If this question was intended for 11th or 12th grade students, the rather esoteric discipline of philosophy also would seem appropriate.

Example #3 - How were the location and development of colonial cities a result of their natural advantages? Here the disciplines that would seem most pertinent would be geography, economics, and history.

B - Not only should reasonable attention be given to all eight disciplines, but the teachers should organize and present the content from the different perspectives of the eight disciplines. For example, would a sociologist look at the topic of Immigration to America in the same way as an economist? The answer, of course, is absolutely not. Would a political scientist want to know the same things about Ancient Greece that an anthropologist would want to know? Would he use the same methods to find the information? Again, the answer is no. Still, a third example: Would a social psychologist explain the causes and effects of the American Revolution in the same way as a historian? Again, the answer is no.

Now, let us investigate one of these examples very carefully. Let us say a teacher wanted to teach a unit on the broad topic of Immigration to America. Let us say he has limited his content and achieved more focus by developing the question, "How were the Old Immigrants similar to, yet different from the New Immigrants?" First of all, notice that the question has the built-in skills of comparing, contrasting, and synthesizing. Actually, this question is broad enough to be studied by any of the eight social scientists. However, it would be of particular concern to the political scientist, economist, and sociologist. It is of marginal concern to the geographer. Its benefit for study by historians would require them to use the analytical skills of political scientists, economists, and sociologists. This does not mean that history, geography, or other disciplines are entirely omitted, but simply that they are of less importance for studying the content embodied in our question.

Once the teacher has chosen his disciplines, he must organize his content so that it will be presented concurrently from the perspectives of the three chosen disciplines with much less emphasis on other disciplines. Thus, when the class begins to consider the sociological perspective of Immigration to America, it would be expected that the discussions would center on such sociological concepts as:

1) The family structure of immigration groups: matriarchal or patriarchal, matrilocal or patrilocal; division of labor based solely on sex; family solidarity; nuclear or extended family; and family and community interdependence.

2) Similar and contrasting customs, traditions, mores, folkways, and norms of the immigrants' native land and America.

3) Social class systems; group; role; social mobility, status, ascribed or achieved status.

4) Process of assimilation and acculturation in America: learning our language, customs and mores; developing job skills and work habits; developing a social consciousness about being an American; becoming naturalized; noting the progress of assimilation from one generation to another; and introducing concepts of bi-culturalism, sub-cultures, and cultural conflict.

The use of two or more social science disciplines concurrently on the same content is called, "an interdisciplinary approach." An essential part of an interdisciplinary approach requires that the teacher provide students with an opportunity to understand the particular methods, skills, and techniques which are used by the social scientists. Thus, if one of the teacher's disciplines was anthropology, it would probably be important at some part of the study of the content to demonstrate to students how anthropologists are sometimes able to determine the approximate date of relics and fossils by the famous carbon test; or, if one of the disciplines was sociology, the teacher might introduce the students to the actual criteria used by sociologists to establish social classes and to place certain people within one of the classes. In this case, it is the development of the criteria for social classes that is the specialized skill of the sociologist which students should know. Let us say one of the disciplines was economics. In a study of income or wages, the student might be introduced to the concept of purchasing power. This would be an ideal opportunity to have the student understand and develop the ability to use the methods

used by economists to measure purchasing power by assigning weights to inflated or deflated money. A final example might be from the field of the historian. Surely in the teaching of social studies content, the teacher will have many opportunities to introduce children to such specialized historical skills as: determining the validity and reliability of sources; applying the tests of internal and external criticism; identifying, constructing, and reconstructing basic forms of cause and effect relationships.

IV - TEACH SKILLS AS AN INTEGRAL PART OF EACH SOCIAL STUDIES UNIT.

A - The teaching methods to be used in presenting social studies content at any grade level, must include a total and systematic skills program. A total and systematic program should provide equitable attention to all three of these aspects of a good skills program.

1 - General skills which are taught in social studies as well as other subjects. Examples of these general skills might be:

a - Recognizing main ideas and summarizing them.

b - Preparing an outline.

c - Locating information.

d - Recognizing cause and effect relationships.

e - Performing problem-solving operations.

2 - There are also very specific social studies skills. These would include:

a - preparing a time line

b - preparing an outline map

c - interpreting a political cartoon

d - tracing the routes of famous explorers

e - using social studies reference sources, such as World Almanac, Who's Who, and others

3 - There are some skills or techniques which are used by all scholars. In many ways, these skills and techniques are intellectual skills as opposed to mechanical skills. By mechanical skills is meant such things as: using the library

card catalog, preparing an outline, or recognizing a place on a physical map. The following six intellectual skills are crucial for any attempt of Project NECESSITIES to develop a total and systematic social studies skills program.

a - gaining knowledge

b - comprehending

c - analyzing

d - synthesizing

e - applying

f - evaluating

Again, let us use our example of trying to have children understand the differences and similarities of Old and New Immigrants, and see how the six intellectual skills might be used in developing the content . For example:

a - Gaining knowledge: Knowledge to be gained would include concepts definitions such as immigrants, Old Immigrants, New Immigrants, assimilation, acculturation, and others. Gaining knowledge would also include an understanding of chronology; that is, when the major immigrant groups came to America and the stage of development of our country at the time of their arrival. Gaining knowledge would also include an understanding of geography; from where the immigrant groups came, where they settled in America, and the reasons and effects of their migrating to America. The gaining of knowledge might also include the experiences of the various immigrant groups as they made the pilgrimage from their native land to America and the experiences of assimilation, once in America. The intellectual skill of gaining knowledge includes students' using inductive and deductive thinking to "discover" knowledge.

b - Comprehending information: The crucial difference between gaining knowledge and comprehending information is that the latter implies not only knowing that something happened at a certain time or place, but that one recognizes the many diverse factors impinging on the event before, during, and after it took place, and these factors can be organized to explain the event. Thus, it would be important for students to comprehend that the time period during which various waves of immigrants came to America was important in terms of whether or not our country needed immigrants and was receptive to immigrants, and that this attitude of acception or rejection of immigrants was

largely a reflection of our own stage of development at the time the various waves of immigrants arrived; i.e., the students should comprehend that the negative attitude toward Italians when they came to America during the period after 1907 was conditioned by events in our country as well as the characteristics of the arriving Italian immigrants. Thus, in this period, our country was in a recession. People were unemployed, industry was stagnating and labor union membership drives were faltering. All of these had an influence on the attitudes of many Americans, especially those of the working class, toward the arriving Italian immigrants, who many Americans saw as challenges to their own job security. At the same time, the characteristics of the arriving Italians influenced other Americans. That is, the Italians came in great numbers in a short period of time. Further, they were Catholics, whereas the dominant religious group in America was Protestant. Finally, they came from a country with little democratic traditions, and for many Americans, seemed to threaten our own democratic traditions.

A second example of comprehending information would be the attitude of Americans toward Russians, Poles, and Hungarians who came to America in relatively large numbers following the Bolshevik Revolution and our own Red Scare. Conditions in the country of emigration as well as conditions in our own country helped to produce a very negative attitude toward these particular immigrants. It should be made clear here that students in comprehending, would see that nearly all immigrants met many of the same experiences once in America, but they also met unique experiences because of the time when they arrived, their race, nationality, religion, and their own unique customs. Students should comprehend that these variations had a direct bearing on the rate of assimilation of different immigrant groups.

c - Analyzing Information: Analyzing is the mental skill of recognizing the parts of a message, the hierarchial relationship of those parts, the implicit and explicit relationships contained in the information, and the meaning of symbolism, artistic expression and techniques of propagandizing. Most crucial in the skill of analyzing information is the ability to distinguish between fact and opinion, hypothesis and verified fact, and the ability to see clearly the relationship of premises to conclusions as they are traditionally expressed in the syllogisms of formal logic. Analyzing includes three very important social studies skills: drawing inferences, problem-solving, and establishing cause and effect. For example, students should learn to draw inferences from such examples as the following:

(1) Columbus made the trip to America in slightly less time than previous voyagers.

(2) Only a few days after we dropped the atomic bomb, Japan was ready to make peace.

(3) Magellan, the first voyager to circumnavigate the earth, had the dramatic trip end suddenly when he was killed in the Philippines during a native uprising.

(4) The capture of the alleged suspect made everybody feel safer.

(5) George Washington got all 69 votes in the first Presidential election. The rule was that all 13 states had as many votes in the electoral college as they had members in Congress. How many members were there in the House of Representatives?

(6) In 1789, there were only 69 electoral votes whereas there were 132 in 1794. In the four-year period, only Vermont had joined the Union. Does this seem curious to you? What inferences might you draw to explain it?

In our immigration unit, students would be helped to analyze the false premises and conclusions in our government's thinking when it voted to restrict immigrants, especially those from Southern and Eastern Europe. This is an ideal example of using both false premises and drawing false conclusions which resulted in restrictive legislation on immigrants.

d - Synthesizing information: The mental skill of synthesizing is one in which the student recognizes both the common and varied elements of information and is able to group, classify, or unite them together in some organized fashion, which will permit the student to identify a tenable hypothesis.

Synthesizing is, by its very nature, the ability to recognize relationships since the rationale for bringing elements together in a synthesis, is that the united elements share certain traits in common. For example, in our unit on Immigration, students would want to recognize the common causes for immigrants coming to America and the common experiences of various immigrant groups in the process of assimilation. Students might want to synthesize common provisions of the immigration acts of 1921, 1924, 1929, 1952, and 1965. Included as part of the skill of synthesizing is the ability to classify elements under common headings and to determine any relationship, if any, existing under the headings of the classification system. Synthesis also includes the ability to recognize and record various steps, stages, or parts of a total process or procedure in such a way that the steps, stages, or parts are brought together in some unified, logical manner. Thus, putting events in a sequential order or on a timeline involves synthesizing.

e - Applying information: The skill of applying information is essentially one of going from a generalization, broad idea, or principle to a more concrete example. Much of the skill of applying information takes the form of deductive thinking. For example, we may develop the generalization that "All immigrant groups experienced hardships in the process of assimilation and that the hardships usually took a recognizable form or pattern." We could then apply this general principle or idea to a specific group of immigrants; for example, the Irish. Some specific examples of the skill of applying information in our unit on Immigration might be:

(1) Determine the general provisions of the immigration acts and apply each of the provisions respectively to the countries of Italy and England, and compare the results.

(2) Determine the general criteria for measuring assimilation and apply the specifics of the criteria to two different immigrant groups, and offer reasons why one immigrant group assimilated faster than the other.

f - Evaluating information: The skill of evaluating information is essentially the one of judging evidence in terms of its quantitative and qualitative features and evaluating these features in relation to other similar evidences. For example, one can evaluate a novice's writing style by considering it in relation to a similar writing style which has already received accolades. Evaluating information includes the applying of broad principles, ideas, and generalizations to specifics and evaluating the pertinence and applicability of the principles to the particular example. Evaluating might also be internal or external. That is, a message might be evaluated in terms of its own internal consistency of logic or organization of ideas. This is essentially the historical skill of internal criticism.

In our unit on Immigration, an example of the skill of evaluating information might be used by asking students to judge whether or not the assimilation experience of immigrants was in fact very harsh and difficult in comparison to the conditions these immigrants had faced in their own native country before emigrating.

V - CONCEPTS AND CONCEPTUALIZATION

A social studies concept is defined as all those mental images that come into one's mind when he understands the meaning of the specialized language of social studies. Grammatically, a concept may be a word or phrase. Some examples of concepts are:

family	separation of power	interdependence
property	community	status
class structure	compromise	culture
region	division of labor	income
vote		

Some concepts can be naturally synthesized to lead to other concepts. This means that some concepts are of the cluster type. For example, the respective concepts of rent, wages, and interest lead naturally to the concept of income. The concepts of labor, division of labor, and specialization lead naturally to the concept of productivity.

Concepts can express a number of relationships. What relationships are expressed below?

competition - rivalry - conflict
supply - demand - value
sectionalism - nationalism
individuals - group - role - status

Concepts, since they are words or phrases, may take different meanings in the course of time. This etymological feature of concepts is important to keep in mind in arriving at the "mental images." For example, the concept of Federalism certainly means something different today than it did at the Constitutional Convention.

In the development of any social studies curriculum, it is impossible to omit concepts. It is important, however, that concepts not only be included in the curriculum, but that they be taught properly. Students must know more than the definition of concepts. The teacher must expand the number and quality of "mental images" that come into the student's mind when he hears or sees the concept. It is to be expected that some students will always assign certain unique or even strange connotations or mental images to some concepts. This, in no way, reduces the need to have students grasp the broadest conceptualization of these key terms of the social sciences.

There are a number of generally acceptable rules for teaching concepts. Some of them are:

A - The concept should be introduced in context.

B - Wherever possible, the student himself should introduce the concept.

C - The first context should be enlarged to include other contexts so that the students will see the shades of meaning of the concept.

D - Upon the initial introduction of the concept, students should listen to the concept being pronounced correctly by the teacher; and if the concept is a difficult one, some members of the class should also be asked to pronounce it. Students should be asked to write the word in total and/or syllables, and to agree on its definition.

E - The concept should then be compared and contrasted with other similar concepts that students already know; thus, "balance of power" could be compared and contrasted with "separation of powers" and "division of powers."

F - Finally, the teacher should use the concept in class and demand that the students do likewise. Each new opportunity to use the concept should also be an opportunity to extend the connotative aspects of the concept. Thus, if the concept "family" has been introduced earlier, subsequent study of the concept might be an opportunity to introduce: nuclear family, extended family, patrilineal and matrilineal families, monogomous and polygomous families, and others. Subsequent study should also be used to develop relationships among key concepts: supply and demand; technology, production, and productivity; group membership, role expectations, and role playing.

We can demonstrate these rules with the sociological concept of ethnocentrism. In teaching the concept of ethnocentrism, hopefully the term would first appear in a context such as a sentence either offered by students or found in their reading, or offered by the teachers. As it appeared in context, certainly, the context would offer some insight into at least one possible or partial meaning of the term. Once introduced in context, the term should be pronounced carefully by syllables and in total by the teachers. Selected students should be asked to repeat the pronunciation of the term. The teacher then should put the term on the blackboard in total and in syllables, and students should be asked to write the term in their notebooks. Immediately after this process, children should be given an opportunity to use the term in the class. That is to say, the teacher should stress the use of the particular term as opposed to the use of any descriptive words which might substitute for the term.

The term should then be presented to the students in two or more additional contexts so as to provide children with more connotations or shades of meaning of the term. For example, in context #1, the term ethnocentrism might appear thusly: "Following the War Between the States, southern plantation owners did not accept the Emancipation Proclamation or the Thirteenth Amendment, and instead tried to keep the ex-slave in a subordinate position, which they thought they rightly deserved. In doing this, the white southern plantation owners, and many of the white common people showed their ethnocentrism toward the free slaves."

2) "In the Far East following the Opium War, England and other European nations began to systematically seize control of parts of China. The Chinese and Asian people, in general, looked upon these Europeans as barbarians, totally deprived of civilization. In these and other ways, the Chinese expressed their ethnocentrism about the Europeans."

3) "Since the ending of World War II, many nations of Africa have ridded themselves of white colonists and have become self-governing. In many cases, Africans battled among themsleves to seize positions of leadership in the new nation. Usually, these battles took place along traditional tribal rivalries. Once a particular tribe or cluster of tribes seized control of the government, other rival tribes were brought into tow and forced into some kind of subjugation. In this way, some black Africans showed their superiority or assumed superiority to the culture and race of other black Africans.

CONCEPTUALIZATION:

The term conceptualization implies the broadest framework within which a specific problem occurs. The conceptualization itself takes place when one conceives of the concrete problem itself as having a broader structure than stated in the problem. This broader structure is the conceptualization. For example, let us say you were seeking answers to the question, "Why was it that industry developed in our Southern States after the War Between the States, whereas before the War there had been little industrialization in that region?" This is a concrete problem. How will the social studies teachers help students to conceptualize this problem?

First, he should examine the question or problem and reword the question in its most general form, without specific references. The most obvious conceptualization of this concrete problem is "What are the requirements for a region to industrialize?" Another valid conceptualization would be "How does one explain why industry does not develop in a region where the essentials for industrializing exist?" We have now changed our conceptualization of the concrete problem; i.e., why industry developed in the South after the War Between the States; to, "What are the prerequisites for any area to industrialize?" Once the teacher has expanded the conceptualization to apply to any area - not just the South after the Civil War - the problem should first be answered as completely as possible in its broadest form. In this example, the answers should satisfy the question, "What are the essential prerequisites for an area to industrialize?" The problem can now be looked at from the viewpoint of an economist. Any area desiring to industrialize must have certain natural resources. It must have capital which can be invested. It must have sufficient

labor and this labor must either be trained or already have been trained. It must have transportation to and from the place of production. It must have a market which it is capable of serving. It must be able to produce its goods efficiently to compete with other similar producers. There must be a demand for the industrial product.

Step Two would be to apply as many essentials of the conceptualization to the specific area under study - the South. Our answers should satisfy the questions, "Which of the prerequisites to industrialize did the South have before the Civil War?" "Which did it have after the Civil War?" "Which did it have but could not make use of until other problems were solved; i.e., the South had a large slave force that could meet the demands for labor; however, before this could be done, a solution to the emancipation of slavery had to be found." This shows the relationship of economic problems to the sociological problems and consequences.

The third step requires the teacher to compare the prerequisites for industrializing that existed in the South before and after the Civil War. This would include not only the prerequisites of capital, labor, transportation, markets, and so forth, but would also include the sociological changes making it possible or even necessary to industrialize. For example, prior to the Civil War, plantation owners put their capital investments in their plantations, which were operated with slave labor. They, therefore, had little incentive or need to invest money for industrialization. Following the War, this was no longer possible. Thus, the plantation owner, even if he had capital, found it difficult to maintain his plantation since labor would have to be paid. He found it necessary to choose the most profitable means of investing his money; i.e., agriculture or industry. This was a choice he did not feel compelled to make prior to the Civil War.

The final step should be the application of the conceptualization to a different region or area, or the same region or area at a different period in history. Thus, "Why was it possible for New England to industrialize more than a half a century before the South?"

Let us now consider where and how concepts should be presented in any Project NECESSITIES curriculum for social studies. We have already said that:

1 - Content should be selected.

2 - A crucial question(s) can be used to select content and to achieve focus on a particular aspect of the selected content.

3 - The crucial question(s) will usually suggest the two or more social science disciplines most applicable for the study of the content.

4 - The content will be organized and presented from the perspective of the most pertinent social science disciplines. Naturally, this means that certain concepts of the chosen disciplines will be introduced. Thus, some of the key concepts in our unit on immigration were: assimilation, acculturation, immigrant, and naturalization.

5 - Skills will be taught as an intrinsic part of the unit. The skills may be general skills which are also taught in other subjects. There will certainly be some specific social studies skills, and such intellectual skills as gaining knowledge, comprehending, analyzing, synthesizing, applying, and evaluating.

Concepts should appear in the Project NECESSITIES curriculum guides with (1) a list of all the key concepts likely to be studied in the unit; (2) an asterisk designation of the most critical concepts; (3) a designation of those critical concepts introduced in earlier units; (4) a brief listing of the four or five most important connotations or "mental images" of each of the critical concepts, with brief suggestions of content where each "mental image" could best be seen by the student. For example, the concept "river" should produce such mental images as mouth and source, flowing, water, bank, erosion, and transportation. The suggested content for the mental image of "erosion" might be simply the comment, "See pictures of overflow of Mississippi." (5) Suggest one or two other concepts which students should already know for purposes of comparing and contrasting so that the present concept can be brought into more precise focus; thus River - Lake - Ocean - Tributaries, or Separation of powers - Division of powers - Federalism - States' Rights. (6) Insure that students use the concepts as they begin to formulate Understandings and Generalizations.

UNDERSTANDINGS:

An essential part of modern social studies teaching methods is to have students discover or formulate Understandings. The Crucial Question must be answered. The answers should be worded in the form of the key summary factual statements. These summary statements should be a synthesis of a number of important related facts, and discovered inductively by the students. For example, can you discover and formulate Understandings for each of the passages below?

1. Many immigrants arrived in the U.S. with no clear idea as to where they would live. Most arrived with only enough money to see them through the next few days. Some were fortunate to have signed a contract for a job before they had left Europe. Later, this contract labor would not be allowed. A number of immigrants arrived with skills and

training much in demand. These skilled immigrants and those with a good education found jobs without too much difficulty. These immigrants were in the minority. Most arrived without the skills or education to get a worthwhile job. They had only their strong backs and willing muscles to sell.

One key Understanding that Project NECESSITIES members might discover from this kind of factual detail would be:

_____

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2. Each new wave of immigrants, whether they were German, Hungarian, Italian, Irish, Chinese, or whatever, were resented by the groups already in the country. Each new immigrant group was said to be inferior to the immigrant groups which had come before them. Each new wave of immigrants had to contend with a new and unfamiliar land, with customs and people he had not met before, and with the tasks of finding a home for the family, locating a job--any kind of job--and to get on with the task of adjusting to his new world. Some immigrant groups, especially those who mastered the English language quickly, found it easier to adjust to their new world. For all groups, however, it was a long, painful process. With only one or two exceptions, second generation immigrants had made considerable progress over that of the first generation and the fourth generation was usually equal to the native stock in most respects of education, income, and occupation.

One key Understanding that Project NECESSITIES might discover from this kind of factual detail would be:

_____

_____

_____

_____

Here are some typical summary statements, or Understandings, which would serve as answers to our Crucial Question: "How were the Old Immigrants similar to, yet different from, the New Immigrants?" (The underlined words are key concepts in this unit.)

1 - All European immigrants, whether Old or New, have come to America in greatest numbers when conditions in their native country were most difficult, or when opportunities in our own country were greatest, or a combination of both.

2 - Both Old and New Immigrants held aspects of their own culture, while taking on aspects of the American culture.

3 - Though all immigrant groups in America found assimilation long and difficult, some immigrant nationalities assimilated much quicker and more completely than other nationality groups.

The important characteristics of Understandings include all the following:

1 - They should be discovered by the students.

2 - They should contain key concepts, and the concepts should be underlined for emphasis.

3 - They should answer the Crucial Question.

4 - They should reflect the social science disciplines stressed in the teaching of the content of the unit.

5 - They should be a major source of social science generalizations.

GENERALIZATIONS:

Any modern social studies curriculum must provide opportunities for students to discover the basic principles or generalizations of the social sciences, and opportunities to cite concrete historical examples as proof for the generalizations.

The three major types of generalizations are - substantive, subgeneralization, and methodological.

Substantive generalization: Generalizations are principles or rules which students can discover from social science content and Understandings. They have the following characteristics:

1 - They are not content per se, but can be discovered from content and can be applied to other different content.

2 - They contain no specific reference to any particular places, peoples, or times.

3 - They are expressed in complete declarative sentences, and they have a thesis to them.

4 - They have universal or near-universal application. There are no major exceptions to any substantive generalizations.

5 - They are abstractions and thus their level of difficulty and complexity can be made appropriate for any student. Thus, they can articulate a K-12 social studies curriculum.

Sub-generalization: A sub-generalization is similar to the substantive generalization in all respects except one; the area to which it applies is limited. The degree of limitation of any sub-generalization is usually reflected in an introductory phrase to the sentence making up the sub-generalization. Examples would be:

1 - In the Common Market countries, the principle of regional specialization has led to an increase in trade among the members.

2 - In an unmodified market system, the supply and demand for a product largely determines the value or price of the product.

Methodological generalization: A methodological generalization is a principle or rule about the skills and techniques of the social sciences. Examples would be:

1 - Prior to attempting any measurement, as with the gross national product or the number of eligible voters, it is essential to establish a precise definition of each term to be measured.

2 - Few events have single causes or single effects.

A PARTIAL DESIGN FOR PROJECT NECESSITIES MODEL UNITS
BASED ON THE NEW SOCIAL STUDIES

Immigration to the United States
(Approximate Time: Three Weeks)

I - CONTENT SELECTED FOR INTENSIVE STUDY BY USING CRUCIAL QUESTIONS:
Teachers may choose any one or two of the questions below.

A - What evidence would you offer that immigrants changed America, but that in the process, the immigrants themselves were 'changed'?

Social Science Disciplines Suggested by the Question:

Political Science	Economics
Sociology	Geography

*B - How were Old Immigrants similar to, yet different from, the New Immigrants?

Social Science Disciplines Suggested by the Question:

Sociology	Economics
Political Science	

C - What were some common experiences of immigrant groups during the period of assimilation? How would you explain the reasons for the unique experiences of certain immigrant groups?

Social Science Disciplines Suggested by the Question:

Sociology	Economics
Social Psychology	History

D - What evidence and reasons could you have offered to show the weaknesses of the arguments in favor of restricting immigrants?

Social Science Disciplines Suggested by the Question:

Philosophy	Economics
Political Science	Sociology
Anthropology	

E - If a tentative Project NECESSITIES curriculum guide is issued and subject to revision, it should contain space for other questions submitted by teachers using the experimental guide.

*This will be the Crucial Question for our Model Unit.

II - Once the disciplines have been agreed on, a brief paragraph should be written for each discipline, emphasizing the perspective and key concepts that the social scientist of each discipline would use.

A - From the perspective of the sociologist:

1 - The Old World cultures of major immigrant nationalities; the introduction of concepts of tradition-directed societies, patriarchal and matriarchal societies, family organization; family solidarity;

2 - anthropological differences of nationalities;

3 - social classes represented by various nationalities; concepts of social class, social mobility, social stratification, achieved and ascribed status, and others;

4 - social problems experienced by immigrants in the United States and the social problems caused by immigration; assimilation; acculturation; ethnocentrism; and others.

B - From the perspective of the economist:

1 - skills, wealth, and education of various nationalities; especially as they related to the needs of America. Show how this relates to social classes and the rate of assimilation.

2 - effects of immigrants on our labor unions, industrialization, location of business enterprises, and others;

3 - effects of immigrants on United States acquisition of territory and settlement of the frontier;

C - From the perspective of the political scientist:

1 - the type of government which existed in the immigrants' native country; principles of government accepted by immigrants; immigrant's concept of his own role in government;

2 - the philosophies of government brought to the United States by immigrants; anarchism, radicalism, Fourierism, Fabianism;

3 - government problems caused by immigrants, both in domestic and foreign affairs.

III - SOCIAL STUDIES SKILLS TO BE INTRODUCED, REFINED, OR EXTENDED

A - Skill of Evaluating:

(EXTENDED) Students will be asked to prepare a criteria for social classes. This criteria will include such important features as education level, income level, and occupational level. Once this criteria is finished, students will be asked to select one major immigration group and to apply this sociological criteria to that group. For example, a student might choose the Irish Immigrants and then determine their income, occupational, and educational levels.

Initially, this criteria should be applied to the first generation of the chosen immigrant group, and then applied to the second, third, and fourth generations. This sociological technique of longitudinal study should make it possible for students to draw inferences and make tentative conclusions about the social mobility of the chosen immigrant group. Of course, the cross-comparison of an "Old Immigrant" group with a "New Immigrant" group (Irish and Russians, or Germans and Italians) would be necessary to give students insight into the social mobility of "Old and New Immigrants."

B - Skill of Analyzing:

(INTRODUCED) Introduce students to historical techniques of internal and external criticism during the part of the unit dealing with the characterization of New Immigrants by the Dillingham Commission. (Project NECESSITIES would have to produce minutes of the Dillingham Commission for use by the students.)

C - Skills of Preparing Graphic Data and Drawing Inferences:

(REFINED) Each class member would be asked to prepare a bar graph and a broken-line graph showing the changing number of immigrants of each nationality that entered during selected periods of years. Students would be required to choose the most important nationalities to be included, and decide on the periods of immigration to be represented.

Each class member would draw conclusions and make inferences from the statistical data on the graphs.

1 - The teacher might ask questions such as the following.

a - Which nationality has the greatest percentage increase in immigration between 1860-1920; 1920-1960; which had the smallest percentage increase for the same periods?

b - For every Italian that entered the U.S. between 1900-1920, how many of each of the following nationalities entered? How many Germans? How many French? How many English?

c - What percentage of all immigrants that entered between 1920-1960 were English? Russian? Hungarian?

d - If the rates of immigration for each nationality remain the same for 1960-1980 as they were from 1920-1960, how many more Russians will enter than Hungarians? More Irish than Bulgarians? More French than Italians?

D - Skill of Synthesizing:
(INTRODUCED) Students should sythesize the common provisions of all immigration acts, noting particularly whether the differences are of kind or degree.

IV - KEY SOCIAL STUDIES CONCEPTS TO BE INTRODUCED, REFINED, OR EXTENDED

Introduced	Refined	Extended
assimilation	culture	immigrant
biculturalism	social classes	nationality
acculturation	social mobility	
quota system		
*ethnocentrism		
native Americans		

*ETHNOCENTRISM = connotations or mental images
(eth-no-cen'trism)
Denotative meaning: a. Centering upon race as a chief interest or end. b. Regarding one's own race, ethnic group, etc., as the center of culture.

idea of race

idea of culture

idea of superiority based on race and/or culture

idea of prejudice and discrimination based on the belief of superiority

idea of segregation

idea of ethnocentrism as a barrier to communication, and national and international cooperation

SUGGESTED CONTEXTS TO BE USED BY TEACHERS TO INTRODUCE STUDENTS TO THE SOCIOLOGICAL CONCEPT OF ETHNOCENTRISM.

1 - Selected paragraphs from Harriet Beecher Stowe's Uncle Tom's Cabin.

2 - Selected newspaper releases by Black Muslims.

3 - View of Chinese that the Europeans taking over China after Opium War were "uncivilized barbarians."

4 - Present South Africa's policy of Apartheid.

5 - Rivalry among African natives along traditional tribal lines, based on cultural, rather than racial, differences.

V - KEY UNDERSTANDINGS STUDENTS ARE TO DISCOVER FROM THE SELECTED FACTUAL CONTENT THAT WAS TAUGHT.

These are the major Understandings which will answer the crucial question, "How were the 'Old Immigrants' similar to, yet different from, the 'New Immigrants'?" Concepts are underlined.

1 - Immigrants have come to our country from all parts of the world since the first colony was founded, however, the vast majority of the immigrants have been Europeans.

2 - Both Western and Eastern Europe have sent millions of immigrants to our country, however, since approximately 1890, Eastern Europe has replaced Western Europe as the area sending the greatest number of immigrants.

3 - Old Immigrants came from Western Europe in great numbers prior to 1890, whereas New Immigrants came from Eastern Europe in greatest numbers since 1890.

4 - In general, all immigrants have come to the country at times when conditions in their own country were very difficult, or when opportunities in our country were very great, or a combination of the two.

5 - In general, both the New and Old Immigrants arrived in the country as common people, usually without either much education or technical training; however, particular nationalities in both groups (i.e., The Germans in the Old Immigrants and the Russians in the New Immigrants) arrived here with education and training very similar to that of native Americans.

6 - Both Old and New Immigrants experienced similar hardships of acculturation and assimilation into our culture, and both groups experienced discrimination and prejudice from native Americans and immigrants who arrived earlier.

7 - In general, New Immigrants experienced more difficulty in adjusting to our total culture because of the greater dissimilarities of life in Eastern Europe than Western Europe, as compared to life in the United States.

8 - With only few exceptions, both New and Old Immigrants took up residence in our country in places where other immigrants similar to themselves had already established contained "ghetto" communities.

9 - All immigrant nationalities of both the Old and New Immigrants attempted to hold onto aspects and ways of life of the "Old Country" while taking on new ways of life in our country.

10 - Though some immigrant nationality groups assimilated, acculturated, and became "Americanized" faster than other nationalities, neither the Old Immigrants nor New Immigrants had a monopoly of these quickly assimilated nationalities.

11 - Without exception, the second generation of both Old and New Immigrants had made progress in becoming Americans (similar to native Americans in terms of education, occupation, and income), though within both the Old and New Immigrants, there were particular nationalities which had made less progress than other nationalities.

12 - Though most Old Immigrants and New Immigrants arrived in our country with little education or training, there were many exceptions from both groups. These educated and trained immigrants, whether Old or New, were able to assimilate more rapidly.

13 - Though immigrants brought problems, as well as contributions, to the United States - unemployment, failure to master the English language, failure to become naturalized, failure to accept our government philosophy or system, etc. - these immigrants cut across the nationalities comprising both Old and New Immigrants.

VI - GENERALIZATIONS STUDENTS MAY DISCOVER FROM THE UNDERSTANDINGS AND OTHER FACTS, WITH EXAMPLES OF ACCEPTABLE PROOFS.

From the mass of facts learned, the students should attempt to discover if there are generalizations which can be made concerning man and society. This requires inductive reasoning, the perceiving of universals from a vast collection of particulars. This step of the approach might begin with the teacher asking the class, "Are there any generalizations which you have learned from this unit which apply to other peoples, places, or times?" This type of question is designed to encourage the students to begin offering statements which they feel are generalizations. Each worthwhile statement is written on a chalk board, and the students are encouraged to examine it for defects, suggest modifications, expand on it, reword it, or discard it. This process involves the students to a man, and the teacher might find he is rather superfluous in this "tearing apart" process. This process should continue until the class finally agrees that the refined statement does, in their opinion, meet the full criteria of a generalization.

During the process of formulating a generalization, the teacher will have many opportunities to encourage the students to use social studies concepts rather than descriptive words. The teacher should seize each of these opportunities and ask the class to select the concept which best meets the requirements of each generalization. If the concept is a new one for the students or one about which the teacher feels they still have doubts, he should lead the students through the stages of concept-formation. This means that the teacher must have recorded in his planbook, as part of the generalizations, the concepts he expects students to use and the connotative aspects of the concepts he intends to stress.

A - All immigrant groups seek environments similar to those from which they emigrated.

PROOF: 1. Norwegian immigrants in America
2. European immigrants in Africa

B - All immigrants hold onto aspects of their own culture while taking on aspects of their new homeland.

PROOF: 1. The Italians in New York City
2. The American Jews who have moved to Israel

C - All immigrant nationalities face the problem of assimilation, however, some assimilate much more rapidly than others.

PROOF:
1. Compare Austrian immigrants with Mexican immigrants.
2. Compare an immigrant group of the 18th Century with an immigrant group today.

D - Immigrants bring problems and contributions to their new homeland.

PROOF:
1. The Know-Nothing Party
2. Contributions to organized labor

E - Cultural ethnocentrism reveals itself when man views all people, including himself, in terms of his own culture.

F - The process of acculturation is carried on by many societal agencies, but primary of the agencies in all societies is the family.

G - Every culture attempts to maintain itself by transmitting its values and mores to the young.

H - Traditional patterns of life are highly resistant to even minor change.

I - The interrelationship of man and his physical environment has led to important differences among cultures.

J - Though there are variations among individuals in terms of race, religion, and nationality, these variations do not necessarily imply inequality.

K - All peoples of all cultures have produced symbols which convey their values and tell something of their way of life.

L - People often follow customs and habits, long after the reasons for their coming into being have disappeared.

M - Each generation of a society changes its heritage to meet its own needs.

N - Government, to remain in existence and to be effective, must be flexible in meeting the changing demands of the people, though the demands may be irrational as well as rational.

POSITION PAPER b)

PROJECT NECESSITIES

A RATIONALE FOR THE SOCIAL STUDIES CURRICULUM

by

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A RATIONALE FOR THE SOCIAL STUDIES CURRICULUM

A. Viewpoints Leading to RATIONALE #1

The social studies curriculum has three essential interdependent parts:

(1) content,
(2) modes of instruction and inquiry,
(3) values.

Each of these three may be used to determine the nature of the other two; i.e., content may imply values to be learned; mode of inquiry might imply content to be studied; and values to be learned might imply both content and modes of inquiry. Thus to select any content, mode of inquiry or values requires necessarily making some decisions about the other two parts.

None of the three parts should dominate the other two parts. Instead, there should be a reasonable use of each of the three parts to dictate the other two. Thus, content to be taught might be selected for the learning inherent within the content itself; or content might be selected because it lends itself to developing and teaching specific modes of inquiry, or content might be chosen because it lends itself to teaching particular values. This same relationship is equally applicable to the other two parts, i.e., modes of inquiry and values.

Any social studies curriculum must have some consistent principles of articulation. These principles should be consistent with and partially determinant of the content, modes of inquiry and values making up the curriculum, as well as consonant with the learning habits of students. (Learning Theories)

Summary of RATIONALE #1

The Project NECESSITIES social studies curriculum must include content, modes of inquiry and values; show the interrelation of each to the other, particularly as to how any one of them may dictate the other two; and how all three of them must be consistent with the learning needs, interests, and abilities of students.

B. Viewpoints Leading to RATIONALE #2

The school system as an institution of American society is expected to and should function within the flexible guidelines consistent with democracy. For example, the school has an obligation to help students understand the need for change in society, however, since the school is an institution within the American democratic society, the students' understanding of the need for change must be consistent with reasonable and acceptable modes of promoting change in the society. Thus, schools should not teach values and attitudes which are injurious to the democratic ideals of America, but neither should they indoctrinate students that the constitutional method which permits evolutionary change is the only or even the best method for all people who desire change.

Schools should not only try to reinforce the ideals and traditions of the American society but should lead the way in encouraging students to study and practice other ways of viewing life and of living.

Summary for RATIONALE #2

In the larger American society, the school must teach content, modes of inquiry and values which are consonant with the acceptable norms, traditions and ideals of Americans, while at the same time the school must encourage students to find and consider new ways and means of handling problems as the needs of the times dictate.

C. Viewpoints Leading to RATIONALE #3

The focus of the school is on the individual student; not the administrator, teacher, instructional materials and all the other human and material resources that must be available for the individual to learn. Each individual student shares many common needs with other students, while at the same time having particular needs because of his individuality and/or because of his membership in particular groups, i.e., the American Indian. At the same time, the common as well as the individual and group needs must be compatible with the needs, traditions and ideals of the larger American society as well as the needs of individuals or specific groups. It is not necessary that all individuals share common needs, interests and aspirations in order for the larger needs of society to be satisfied. There is strength in diversity as well as in consensus.

The particular and unique needs of the individual or groups may be satisfied while at the same time strengthening the ideals, traditions and norms of the larger American society. This strengthening does not necessarily mean that the individual or group must comply with all of the ideals and traditions of the larger American society, but that the needs of individuals and groups may, by challenging the ideals and traditions of the larger American society, be able to strengthen the society.

This concern of the social studies for the perpetuation of ideals and traditions of society while concurrently satisfying the needs and interests of individuals and groups must be placed into a perspective of wide and rapid change; change which makes the decision of today workable and the decision of yesterday obsolete; the facts of today valid and those of yesterday totally without foundation.

Summary of RATIONALE #3

The social studies curriculum must have as its focus the needs and interests of the individual and groups as well as the needs, ideals and traditions of the larger American society; and must provide for content, modes of inquiry and values which while hopefully satisfying both the individual needs and the larger society's needs, are fully attuned to the rapid and wide change of the needs of both.

Statements of Rationale for Each of the Three Main Parts of the Social Studies Curriculum - Content, Modes of Inquiry and Values - While Keeping the Focus on the Needs and Interests of the Individual and Group as Well as the Needs, Traditions and Ideals of the Larger American Society

A. Rationale for Content

1. In determining the content to be included in the social studies curriculum, it is suggested that the following serve as rationale.

(a) The content required to be taught should be very limited, going far beyond any limitations imposed by other curriculum groups. We must decide what must be taught and will have meaning to the student and to the larger American society. Certainly, the content should be limited sufficiently so that there is more than ample time to concentrate on modes of inquiry and values.

(b) We must decide in very specific language why it is we have chosen certain content to be taught and other content to be excluded. Content chosen to be taught must have a focus or foci, however interesting, traditional or important we may consider this content to be.

(c) The content chosen for study at a specific grade level will provide for the teaching of modes of inquiry and values. Rarely should the choice of content, even for a single unit of study, be based solely on the merits of learning the content for itself; the student must do something with or to the content.

(d) The content for a full year's study must contain sufficient examples of all eight of the social science disciplines (interdisciplinary).

(e) The content must be directed primarily to the present and future, rather than the past; the content of the past must have meaning for the student of the present.

(f) The content must include diverse facts, opinions, interpretations, thoughts, and other forms of data, not just information purporting to be hard and fast facts.

(g) The content must include the bad as well as the good about individuals, groups, societies and cultures; the problems solved and those remaining; the common as well as the controversial; and failures as well as successes.

(h) The content must be representative of the title of the course or the units of study within a course. Courses should not be titled European History if they are in fact only Western European History, or entitled Communism, when in fact they treat only Soviet Communism, or Democracy when in fact they treat only American Democracy. The courses must also be representative in the selection of content; Western and Non-Western; urban and rural; past and present, and so forth.

(i) The content must be articulated from one grade to the next.

(j) Opportunities must be provided for the student to put into practice the ideas, modes of inquiry and values learned from the study of the content, i.e., a discussion of the reasons why people fail to register to vote should be followed by an "activist" involvement of students in

their community encouraging people to register to vote. Further, values, modes of inquiry and content taught in the classroom must be permitted to be used in the classroom among students and between students and teacher.

(k) Content should become progressively more difficult, abstract and philosophical as the student matures. He should be permitted by the teacher to ask the damaging question or to put forth the fringe viewpoint. A student should be permitted and encouraged to express his views, however unacceptable they may be: "I oppose the draft and would refuse to be drafted even if it meant leaving the country." Such a view must be permitted and must be discussed and examined openly among the students even should it be the view of many or most of them that they would concur with such a statement.

(l) There must be frequent opportunity for comparative studies.

B. Rationale for Modes of Inquiry

1. It is suggested that Project NECESSITIES use the following as rationale for choosing modes of inquiry to be used in the social studies curriculum.

(a) No one mode of inquiry (methods of teaching and learning) is best for all teachers, nor is one mode of inquiry usually best for any single teacher if it is relied on totally to the exclusion of all other modes of inquiry. There should be ample opportunity for students to learn all modes of inquiry:

lecture, discussion, discovery, problem-solving, activities, case-study, independent study, role-playing, programmed learning, simulation and others.

Often, several modes of inquiry can be used simultaneously on the same body of content, since many of the aspects of each of the modes of inquiry are the same or similar - the stages of problem-solving are aspects of most of the modes of inquiry mentioned above.

(b) Modes of inquiry must be appropriate for the particular student in mind, i.e., manipulative skills and physical acitvities are usually favored as modes of inquiry for primary grade students.

(c) Whatever the mode of inquiry, it must permit and encourage the individual student to share actively in the learning; it must permit and encourage students to question and to disagree with impunity; it must involve the students in some fashion other than or in addition to the listener. It must permit the applicability of the mode of inquiry to a new and different situation, one hopefully where the student is the activist.

(d) All modes of inquiry must permit and encourage the student to learn for himself, with the advice and guidance of the teacher, meaningful relationships and values. The student must not be led to accept indoctrination or propaganda however lofty the aims.

(e) All modes of inquiry must permit and encourage the basic ways of thinking: induction, deduction, inferential.

(f) All modes of inquiry must permit and encourage the development and use of the basic mechanical and general skills necessary for knowledge. The teaching and learning of these skills must be given their proper share of time and concentration and be consistent with acceptable learning theories.

(g) All modes of inquiry must permit and encourage the student to develop the ability to use intellectual skills: gaining knowledge, interpreting, applying, synthesizing, comprehending, and evaluating information. These, too, must be taught specifically as processes of learning, not as peripheral aids.

(h) It is better, at times, for the teacher to put his time and concentration on the processes of learning than on the content to be learned. There should be frequent occasions when the processes of learning will dictate the content to be studied.

(i) Examinations to gauge the progress of students should measure their understanding of the processes of learning as well as the content mastered.

(j) Modes of inquiry must promote the students' understanding of the skills, tools, techniques and "ways of knowing" of the eight social science disciplinarians (interdisciplinary approach).

(k) Modes of inquiry must promote not only "pencil and paper skills," but the ability to express and defend positions and viewpoints. Independent study, group work, role playing, debate, committee work, and other such instructional techniques must be used candidly.

(l) Modes of inquiry must train students in the science of decision making.

(m) Modes of inquiry must train students to recognize and use structures of knowledge.

(n) Modes of inquiry must make use of comparative studies techniques.

C. Rationale for Values

1. Project NECESSITIES may want to consider all of the following as part of the rationale for the inclusion of the teaching and learning of values in the social studies curriculum.

(a) Values should hold a commensurate position of importance in the social studies curriculum to that of content and modes of inquiry. It should be rare indeed when the teaching and learning of either content or modes of inquiry would not include the teaching and learning of values.

(b) Values should arise naturally from the content and the modes of inquiry being considered. They should not be superimposed.

(c) The values held by the teacher, the larger American society or any other person, group or society should not be forced on the student. Of course there are values which hopefully the student will accept after frank examination and evaluation, but none of these values will ever be accepted meaningfully if imposed or if taught by trickery.

(d) The values to be taught must rest on and derive from a sound body of information and data, and be examined within the context of the time and place under study; the values of the present are different from the values of the past; the values of one culture may be different from the values of another; some values are more permanent and more generally acceptable than others.

(e) Students must be taught to examine the conflicting information, data, viewpoints and conflicts of interest which lead individuals, groups, societies and cultures into value conflicts, i.e.,

Peace and order	-	versus	-	violence
Brotherhood	-	versus	-	self-interest
Personal liberty	-	versus	-	force and compulsion
National security	-	versus	-	individual freedom.

(f) The values of students must be overt, not covert.

(g) Students must be examined for their ability to understand the processes by which they gain and hold values but not penalized for the holding of the values.

(h) Students must be encouraged to apply their values in an activist role in society, i.e., if a student favors open-housing in his community, then he should become an activist to organize others in his quest to promote an acceptable housing ordinance.

(i) At times, value may dictate both the content and modes of inquiry to be studied.

Analysis of Minutes of the Salt Lake City Meeting, June 3rd - 7th, 1968* with Implications for the Rationale

Linking Up the Four Basic Concerns with Social Science Concepts

The "four basic concerns" identified on page 2, and elaborated on in the remainder of the minutes should be grouped by key concepts, since this would permit a framework where many sub-concepts could be identified and crucial questions could be asked about the sub-concepts. For example, according to page 2, the first of the "four basic concerns" is:

1. Who am I (we)? From whence (time/place) did I (we) come? Where am I (we) going (including speculation on future)? How do I (we) relate to all other men?

These are interesting and worthwhile questions, as are the questions which make up the second, third and fourth "concerns." However, they have little value for helping the members of Project NECESSITIES make decisions about content - what to include and exclude; where it will be placed; how it will be articulated; how it

*See Steering Committee Meeting Minutes, this Appendix.

will promote suitable modes of inquiry and values and so forth. In a nutshell, the present manner in which the four concerns are grammatically expressed has little functional utility for the curriculum work of Project NECESSITIES.

It would seem that a more effective and efficient manner of retaining the four concerns and yet increasing their functional utility would be to express them in major concepts and sub-concepts. For example, the use of inductive reasoning (studying the questions asked under the first "concern" and trying to relate the questions into a classification pattern, which I will then extend to include other questions) leads me to believe that such concepts as the following are most important and pertinent for the first question - WHO AM I? - of the first "concern."

Self:

1. Physical self)
2. Social self) ..... "The whole person"
3. Psychological self)
4. Self perception (group associations)
5. Self image (identity)
6. Self worth
7. Self - as an individual
8. Self - as a group member (role, status - ascribed & achieved, and others).
9. Self - needs (material and affective)

Obviously, if we took only the questions which make up the "four concerns" (page 2 of the minutes of the Salt Lake City meeting) we could easily identify and classify most of the major concepts and sub-concepts of the social sciences.

These concepts and sub-concepts could then serve as the critical criterion for choosing content (other criteria for choosing content are listed on attached pages; notice that, in general, the other criteria are applicable to the content even after the content has been selected by using the major concepts as the critical criterion). The content selected would provide the contexts which would help students understand and discover the important connotations of the concepts. (See pages 11-16 and 23-24 of "Project NECESSITIES: Suggested Guidelines for Developing a Social Studies Curriculum.")

Not only should Project NECESSITIES formulate the "Four Basic Concerns" into concepts and sub-concepts, which would assist in selecting, (a) content, but the same should be done for (b) modes of inquiry, (c) values, (d) special needs of Indian and Eskimo Students - which will embrace content, modes of inquiry and values, (e) major cultural patterns, (f) teachers' inservice training needs, (See pages 5-6 of the Salt Lake City Minutes).

What this means is that there are three major types of concepts.

Substantive Concepts: - conflict; social control; family; communication; election; hundreds of others.

Methodological or Process of Learning Concept: - comprehension; synthesis; classification; evaluation; application; outline; summary; graphing; charting; induction; deduction; inferences; and hundreds of others (including those of the social scientists themselves - interpolation, extrapolation, internal criticism, and so on).

Value or Esthetical/Emotional Concepts: - prejudice; beautiful; sharing; freedom; security; charity; humanitarianism; patriotism; and hundreds of others.

All of the elements of the Project NECESSITIES social studies curriculum that have thus far been identified in one form or another (Four Basic Concerns, content, modes of inquiry, values, special needs of Indian and Eskimo Students, major cultural patterns, and inservice training needs of teachers) can be grouped and classified by the use of concepts and sub-concepts. No doubt, it is my belief that such grouping will make our work less difficult; one obvious reason being that two of our categories, namely major cultural patterns, and inservice training needs should, in my opinion, be sub-grouped under each of the other four major categories. For example, in choosing content, modes of inquiry, values and special needs of Indian and Eskimo students, we will necessarily identify major cultural patterns to be taught, as well as the inservice training needs of those who will be doing the teaching.

Analysis of Minutes of Denver Meeting - July 13-14, 1968 with Implications for the Rationale

Linking Up the Special Needs of Indian and Eskimo Children with Social Science Concepts

The identified special needs of Indian and Eskimo children are best expressed in the form of key social science concepts. An analysis of the special needs of Indian and Eskimo children as identified on pages 3, 4, and 5 of the minutes of the Denver meeting include the following key concepts.

1. Man:

   (a) Physical
   (b) Sociological
   (c) Psychological

2. Culture:

   (a) Viability
   (b) Conflict - and conflict resolution
   (c) Pluralism
   (d) Cultural identity
   (e) Cultural values
   (f) Cultural contributions
   (g) Cultural contradictions
   (h) Cultural change
   (i) Cultural patterns of development
   (j) Cultural heroes and myths
   (k) Cultural sharing
   (l) Cultural interdependence

The concepts identified on page should also be grouped where possible. Thus, the concept of "wisdom" is a good one; very broad and able to contain other sub-concepts. However, the concept of "punishment of children" is really a sub-concept of social control which includes both institutional and non-institutional methods by which a culture regulates behavior. The additional concepts identified on page fall into several different categories of importance. Thus for example, the concept, "division of labor" is really a sub-concept of "economic efficiency" and is generally linked to the concept, "specialization."

A good rule of thumb in dealing with concepts such as:

family, constitution, social groups, regional interdependence and others is to:

(a) Identify the master or key concept. This is the key word or phrase which is a crucial part of the social science vocabulary, broad and encompassing and often containing a cluster of sub-concepts, each of which has its own importance. For example, wages, interest and rent are sub-concepts of the key concept, "income."

(b) The key concept should be broken down into major sub-concepts. Thus, probably the most important and embracing concept of the social sciences is "culture". This concept has a number of sub-concepts, each of which is very important. Thus, some sub-concepts of the key concept, "culture" are:

cultural change, cultural conflict, cultural identity, cultural pluralism.

(c) The key concepts and/or the major sub-concepts should be used to select specific bodies of content to be studied. This content would provide a suitable number of diverse contexts which would permit the students to see the consistent characteristics and connotations of the concept.

(d) The connotations of the concepts can serve as a major source of Generalizations.

Linking Up the "Four Basic Concerns" and Social Science Concepts With the Scope and Sequence for a K - 12 Social Studies Curriculum

There are two basic tasks in developing scope and sequence; to choose what is to be taught and how (content, modes of inquiry and values) and to identify the order and timetable (grade level) when it will be taught. Too often, the criteria for making these decisions have been the:

(a) developmental learning abilities of students as they mature,
(b) covering as much content as possible,
(c) relying on any one of a number of standard textbook series - letting the publisher make the decision,
(d) complying with local or state requirements,
(e) relying on the scope and sequence developed by the American Historical Association (1897) and the Committee on Social Studies of the NEA (1916).

If Project NECESSITIES is to prepare a uniquely different and better social studies curriculum, having an outstanding and practical scope and sequence, we will be able to use only the first of the criteria above in conjunction with the "four basic concerns" and the statements on rationale which have been prepared, and other criteria which may be forthcoming.

Should we do this, Project NECESSITIES will be able to develop a truly remarkable scope and sequence. Consider the first of the "four basic concerns" which asks such questions as "Who Am I?" As I have already stated, this question and the other questions making up the "four basic concerns" can be grouped into major concepts and sub-concepts. "Who Am I?" and other similar questions can be grouped under the social psychological concept of "self." This concept, in turn, has many sub-concepts, such as self as a physical, social and psychological being, self-image, self-worth, and self as an individual and as a member of groups.

The next step would be to make a comprehensive list of all the key concepts and sub-concepts, insuring they represent all eight of the social sciences, and are appropriate in number and quality as regards content, modes of inquiry, values, and special needs of Indian and Eskimo students.

This process would continue through stages such as the following:

1. Describe the First Basic Concern.

2. Identify the key social studies concept appropriate to the "First Basic Concern."

3. Classify all sub-concepts under the appropriate key concepts.

4. Classify all key concepts and their sub-concepts according to whether they are substantive, methodological, or normative. This will provide assurances that they are representative of the content, modes of inquiry, values, and special needs of Indian and Eskimo students that will make up the social studies curriculum.

5. Insure that all eight of the social sciences are represented by the concepts and sub-concepts.

6. Arrange the concepts and sub-concepts on a continuum ranging from most abstract to least abstract, and try to place them appropriately into such grade segments as 1 - 3, 4 - 6, 7 - 9, and 10 - 12. Obviously sub-concepts will usually be introduced in earlier grades than key concepts.

7. Insure that the concepts and sub-concepts assigned to a particular grade segment (grades 4 - 6, for example) are appropriate to the interests, needs, and abilities of students enrolled in those grades.

8. Check to determine if some of the key concepts are considered in all or nearly all of the grade segments. This will help to insure articulation of the curriculum.

9. Use the selected concepts and sub-concepts to identify and choose content, modes of inquiry, and values which will provide contexts to meet the students' interests, needs and abilities. For example, if the members of Project NECESSITIES had identified "self" as a key concept of the first of the "Four Basic Concerns", they would then identify the sub-concepts of "self", place them on a continuum from most abstract to least abstract, and correlate them with the students' needs, interests and abilities of students at the various grade segments (i.e., grades 4 - 6). Following this, the members of Project NECESSITIES would be able to use the concept of "self" and its sub-concepts of self-perception, self-worth, psychological self, and so forth to choose appropriate content, modes of inquiry, and values. To continue, the members of Project NECESSITIES could use the sub-concept of "self-image" to choose the next content to be studied, modes of inquiry to be used, and values to be examined.

10. The content studied, modes of inquiry used, and values examined will not only enlighten the student to the meaning and importance of the sub-concept (i.e., self-image), but will provide the facts and Understanding necessary for the students to discover generalizations. Such generalizations, as expressed in complete declarative sentences, will necessarily contain concepts; certainly the generalizations will contain the concept and/or sub-concepts (such as self-image) just studied.

POSITION PAPER c)

A Synopsis of the Project Steering Committee minutes of Content and Method delivered in Salt Lake City

Report By Dr. Shirley Engle, June 3, 1969

We decided early (Salt Lake) that the curriculum for Indian children (or any, for that matter) should be one which would give them the power to decide for themselves the kind of lives they are to live. It should not impose upon them someone's ready-made conception of what is true or good.

This involves certain risks; for instance, they may decide that the ways of their ancestors are not exactly to their liking; but they are not to be coerced in this.

But if real decisions are to be made freely, they rest on:

Broad knowledge -- not only of one's own ways, but of ways of others.

Intellectual skill -- using and testing information, analyzing a situation, making comparisons.

Out of this original decision grew three others that will become apparent later.

-- We would use a comparative approach.

-- We would use source material rather than text.

-- We would develop our materials around questions rather than answers.

We decided (also at Salt Lake) on a basic conceptual framework for the social studies for Indian children which we stated as questions.

1. Who am I (we)? From whence did I (we) come? Where am I (we) going (including speculation about the future)? How do I (we) relate to all other men?

2. How am I (we, they) organized to live together with respect to:

   a. using the natural environment
   b. earning and developing a living
   c. living in groups
   d. establishing our individuality
   d. governing
   f. creative activity

3. What do I (we, they) see as valuable, desirable, beautiful?

4. What problems do I(we, they) face and what are viable possible solutions to these problems?

While these bear a resemblance to traditional subjects (e.g., history, the social sciences, morality, and esthetics, etc.), if treated broadly, as intended, they obviously cut across subjects and methodologies. For example:

Who am I? -- This can be treated historically, psychologically, and sociologically.

How are we organized to use the natural resources? -- This can be treated historically, analytically, comparatively.

We decided early (Salt Lake) that the content should be highly selected, each piece of content to be treated in depth, which means

to us: That each teaching episode must be focused on a relatively limited objective--i.e., to understand the relationship between conservation of water and food supply.

That the child must have access to episodal materials and original sources.

That the student must always do something to or with the content (as opposed to merely remembering it).

That students are to be encouraged to generalize from facts and experiences which they encounter.

We would abandon broad survey courses which clutter up minds of children with facts neither understood nor utilized.

We decided early (at Salt Lake) that each teaching episode must focus directly on the recognized needs of particular groups of Indian children.

We recognized the problems of cross-cultural conflict; of somehow amalgamating into the industrial society while keeping one's identity and loyalties to Indian culture; of living with differences; of resolving problems of conflicting conceptions of reality and of conflicting values.

We need your help very much at this point, despite the fact that the Steering Committee contained:

Indians
Anthropologists sensitive to cultural differences
Sensitive teachers who have taught Indian children

Our consideration of needs led us to re-emphasize the importance of resolves arrived at earlier--namely:

Indian children must be free to decide.

A comparative approach is most likely to achieve this objective, particularly if children are encouraged to use information in solving problems · generalizing about them.

The decision to focus on the needs of Indian children led us later at Portland to certain decisions with respect to the format which units of material would take--namely:

Conservation of Water

A. Units would be defined by question.
B. Questions would be arrayed always in an ascending order. First question that pertained directly to the Indian group be served. Questions calling for comparisons to some out-group. Questions relating to group in general or a non-specific group (abstractions).
C. Materials would be provided of an episodal or source nature from which the student could deduce the answers to the questions posed.

POSITION PAPER d)

Position Paper by James G. Womack, July 1969

WHERE ARE WE?

1. We have identified the major goal of the Project. To develop and implement a K-12 articulated social studies curriculum which meets the needs of Indian and Eskimo students and the society at large, by providing the students with the content, modes of inquiry, and values they will need to make decisions as to "What kind of life they are able to live." *

2. We have developed guidelines for each of the three essentials of the social sciences.

   A. Content **

   B. Modes of inquiry

   C. Values

3. We have identified Four Basic Concerns of all people. ***

   A. Who am I?

   B. How am I/we organized to live together
      To: Govern, earn a living, live in groups?

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* See Minutes of Denver Meeting, Steering Committee Minutes, this Volume.

** See "A Rationale for the Social Studies Curriculum" this Volume.

*** See Minutes of Salt Lake City Meeting, Steering Committee Minutes, this Volume.

C. What do I/we see as desirable, beautiful, valuable?

D. What problems do I/we face, and what are viable or possible solutions to these problems?

4. We have developed a tentative format for try-out units of study.

A. Descriptive statement.

B. A crucial question, with appropriate sub-questions.

C. Activities and modes of inquiry to be used--includes values.

D. Key ideas, concepts or understandings students are to learn or discover by studying the content.

E. Rules or generalizations students might discover.

F. Application of rules or generalizations to students' own environment.

G. Examination of students.

5. We are continuing our search for indentifying the unique or special needs of Indian and Eskimo students; and also to develop materials which are tribal specific.

6. We have tentatively agreed on a set of steps for carrying out the curriculum development and implementation phases of the Project.

A. Develop model units at selected grade levels--in accordance with the rationale and format established by the Steering Committee.

a. Secure feedback from all groups involved.

b. Have available a kit or package of backup materials and instructional media.

1. Student reading material

2. Games, activity kits, simulation kits

3. Records, etc.

B. Train a selected number of BIA teachers to teach the unit.

C. Teach the unit under supervised conditions.

D. Feedback and evaluation of the unit, resulting in modification or discarding of unit.

E. Refinement of the unit for use as a model for training other teachers to develop units of their own.

7. We are proposing an internship program for a selected number of Indian and Eskimo students who are college graduates, and who might qualify as staff members for Project NECESSITIES.

Possible Problems: Now and in the Immediate Future

1. Strengthen the role of qualified Indians and Eskimos in the work of the Project.
2. Stay out of the political arena where possible.
3. Mold a committed team approach among members of the Steering Committee and the Executive Secretary staff.
4. Maintain a sense of reasonable expectations from the Project staff--don't expect miracles, but do demand quality.